

Texas Continuous Improvement Process

Annual Performance Report | FFY 2006

July 1, 2006 – June 30, 2007

Texas Education Agency
Division of IDEA Coordination
<http://www.tea.state.tx.us/special.ed/spp/>
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Part B 2006 Annual Performance Report

February 2008

Annual Performance Report (APR) Overview

The Individuals with Disabilities Education Act (IDEA) of 2004, signed on December 3, 2004, requires each state to develop a six-year performance plan. This State Performance Plan (SPP) evaluates the State's efforts to implement the requirements and purposes of IDEA and illustrates how the State will continuously improve upon this implementation. The SPP is submitted to the Office of Special Education Programs (OSEP) at the U.S. Department of Education (USDE). In February 2007, the first annual progress report related to the SPP, known as the State's Annual Performance Report (APR), was submitted to the Secretary of Education. An APR will be submitted annually through the 2010-1011 school year.

Texas views the SPP as the foundation for the Texas Continuous Improvement Process (TCIP). The requirements of IDEA related to the development of the SPP and the accompanying APR correlate directly with the Division's philosophy to build a system which encompasses data-driven, research-based improvement efforts according to stakeholder needs and input. The overview demonstrates how this philosophy guides the State in its efforts to improve results for students with disabilities. The following organizational elements are discussed: Organizational Structure Designed for Alignment with SPP; Overview of Texas Continuous Improvement Process; Broad Stakeholder Input; Public Dissemination of Information; Communication; and SPP Submission Status.

Organizational Structure Designed for Alignment with the SPP

The Division of IDEA Coordination of the Texas Education Agency (TEA) provides leadership in implementing the requirements of IDEA 2004 in Texas. It is supported in that responsibility by twenty regional education service centers (ESCs) established throughout the state to provide training, and technical assistance for the parents, school districts, charter schools, and other community stakeholders of each region. To facilitate the TEA's commitment to improved results for all students, responsibilities of the Division of IDEA Coordination and the ESCs are aligned with SPP Indicators.

The Division has six teams with responsibilities directly aligned to the SPP:

- The Communications Team ensures a timely flow of accurate information to ESCs and the public through various avenues including the TEA website and email accounts.
- The Complaints Team conducts oversight of the complaint resolution process, including the investigation of complaints and monitoring of corrective actions.
- The Data Team coordinates the collection and analysis of data required by ESCs and districts for improvement planning and to meet federal data reporting requirements.
- The Funding Team oversees all programmatic funding support and activities, including program approval, Memoranda of Understanding (MOUs), and special funding initiatives such as High Cost Students.
- The Policy Team provides guidance to other Division teams and the ESCs on special education rules and regulations, facilitates the state's advisory panel, the Continuing Advisory Committee (CAC), and represents the TEA in interagency activities. The Policy Team also maintains current information accessible to districts and the public on the "State Guidance" web page at <http://www.tea.state.tx.us/special.ed/guidance/>.
- The TCIP Team facilitates stakeholder improvement groups, development of the SPP and APR, and ESC continuous improvement activities (such as Statewide Leadership Functions and Projects, Regional Reporting, and Public Input and Information Meetings).

Additional teams provide support and leadership for all Division duties and responsibilities. Division duties and responsibilities are determined by the results inherent in the Texas Education Agency’s mission statement. Since results accountability is integral to this organizational alignment, the Division has shifted its focus from measuring team efforts to measuring effective team results.

The alignment with SPP Indicators and results accountability extends to ESC responsibilities. Each ESC develops a regional special education continuous improvement plan (SECIP) based on improvement activities and their progress and slippage as compared to the state targets. Statewide leadership in addressing identified areas of need in special education services is provided through eleven functions and five projects directed by various ESCs. Their primary responsibility is to provide leadership, training, technical assistance, and the dissemination of information throughout the state. In 2007 the TEA created a new leadership function to meet statewide needs on autism. A new project was also created, the Texas Initiative for Disproportionate Representation in Special Education. Additionally, the ESCs coordinating these statewide leadership functions and projects are responsible for the implementation of many of the state’s continuous improvement activities. The alignment of these activities with the SPP priorities is illustrated in the SPP alignment graphic on the last page of the Overview.

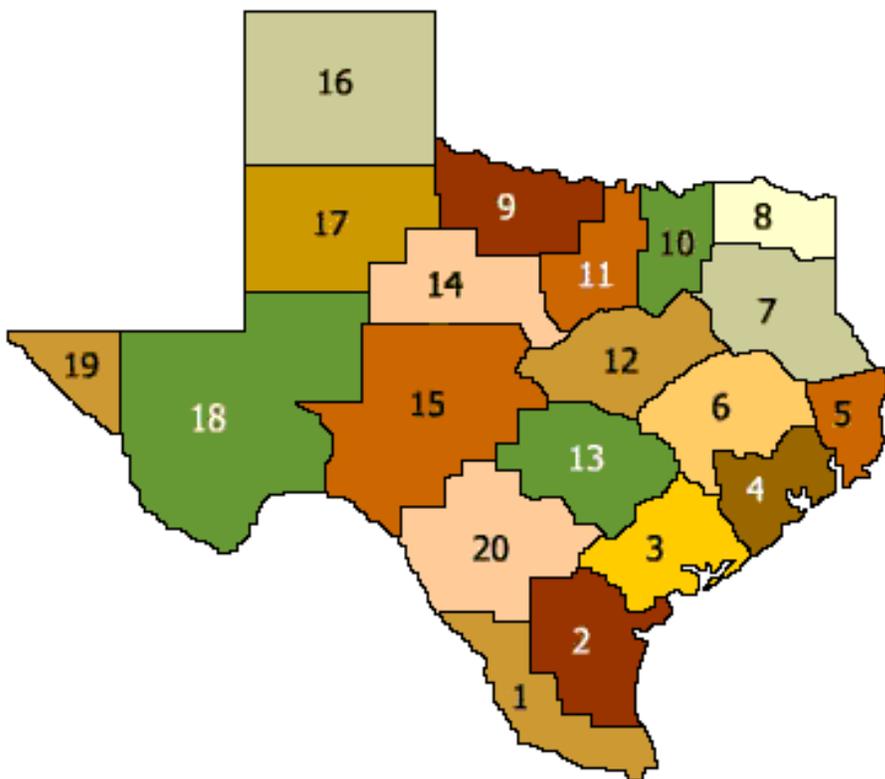
Though both functions and projects provide statewide leadership, ESC function leads establish and coordinate a 20-region network (see Figure 1.). This ensures ongoing communication among ESCs about state-level needs assessment processes and planning, as well as implementing and evaluating statewide activities. Project leadership is focused on a specific activity. Measurable results for ESC function and project activities are reflected in reports submitted to the TEA by the ESCs.

Statewide Leadership Functions activities for 2006-07 and 2007-08 are reflected in the “Improvement Activities” section of Indicator 1: Graduation.

ESC contact information, including links to all 20 ESC websites, can be found at <http://www.tea.state.tx.us/special.ed/escinfo/contact.html>.

Figure 1. 20 Regional Education Service Centers

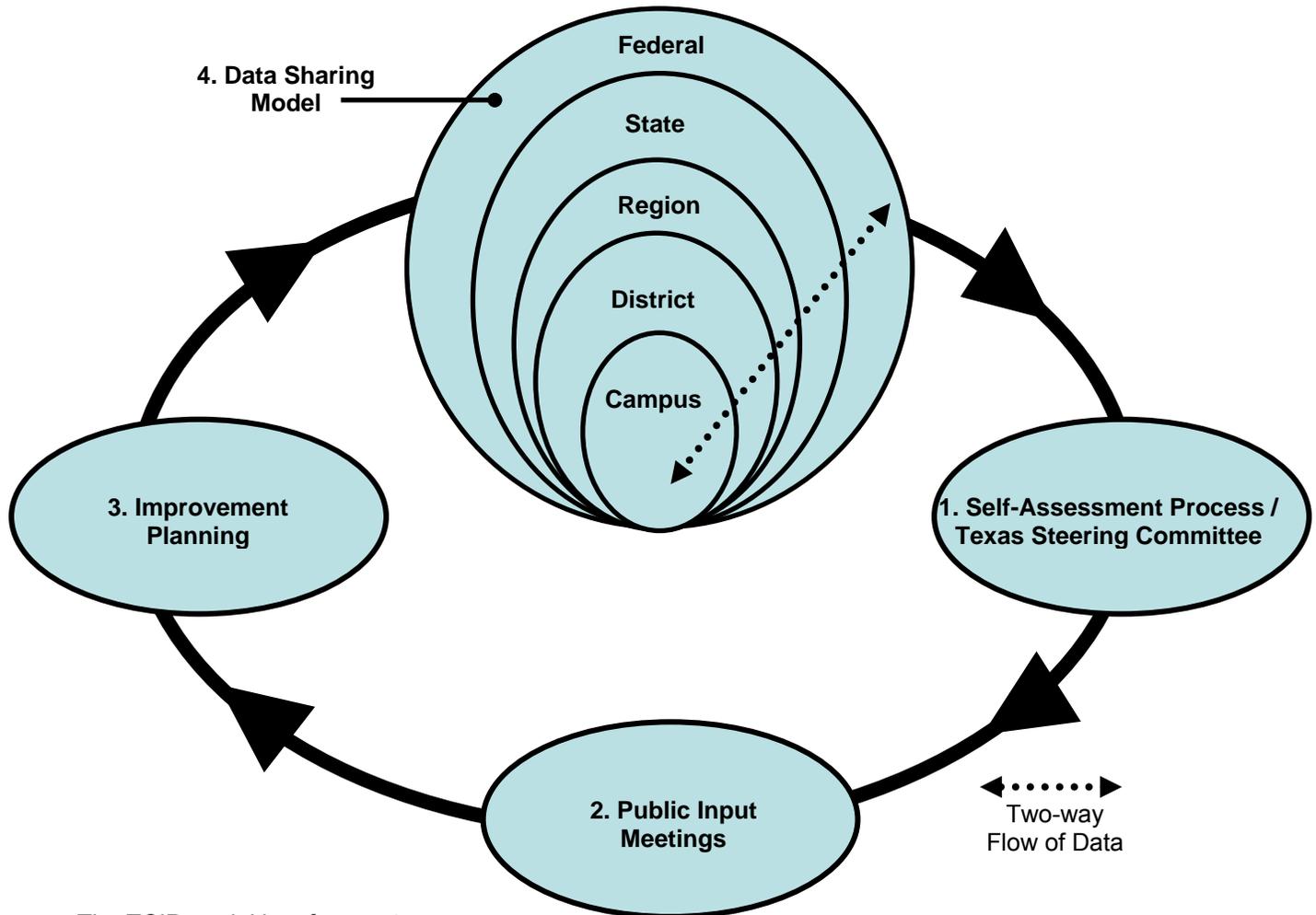
Region 01	Edinburg
Region 02	Corpus Christi
Region 03	Victoria
Region 04	Houston
Region 05	Beaumont
Region 06	Huntsville
Region 07	Kilgore
Region 08	Mt. Pleasant
Region 09	Wichita Falls
Region 10	Richardson
Region 11	Ft. Worth
Region 12	Waco
Region 13	Austin
Region 14	Abilene
Region 15	San Angelo
Region 16	Amarillo
Region 17	Lubbock
Region 18	Midland
Region 19	El Paso
Region 20	San Antonio



Texas Continuous Improvement Process

The origins of the Texas Continuous Improvement Process (TCIP) can be traced back to September of 2000 when the Office of Special Education Programs (OSPE) monitored the state using the Continuous Improvement Monitoring Process (CIMP). The State adopted aspects of the CIMP and created the TCIP Model (Figure 2).

Figure 2. Texas Continuous Improvement Process



The TCIP model has four parts:

1. Self Assessment

The self assessment is the first part of the TCIP. It is conducted by the Texas Steering Committee (TSC), a group of 20-25 special education stakeholders with diverse perspectives (parents, teachers, administrators, advocates, etc). The TSC performs the self assessment prior to the annual submission of the State Performance Plan (SPP) / Annual Performance Report (APR) on February 1 of each year.

The self assessment is accomplished by reviewing current data, discussing State progress and slippage, sharing on statewide improvement activities, and advising on targets. It is conducted at two meetings, one in November and one in January of each year.

2. Public Input Meetings

The TEA and Education Service Centers host Public Input and Information Meetings throughout the state to collect qualitative data—people’s actual experiences with special education in Texas.

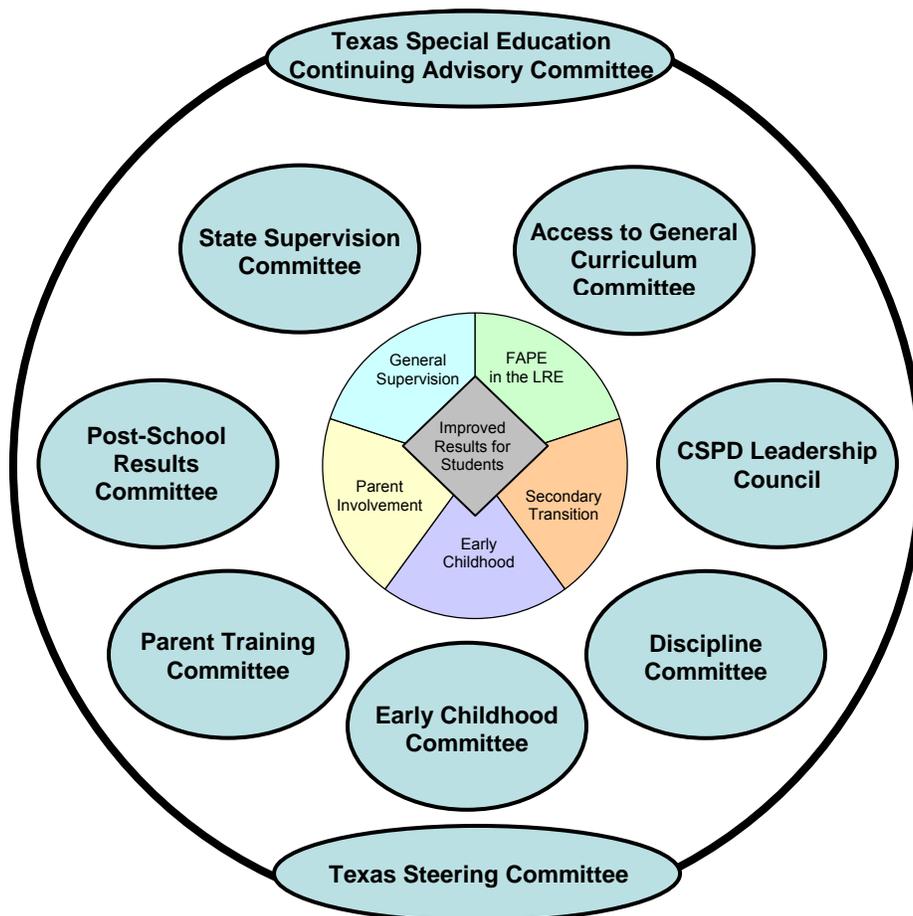
Since the topics discussed at the public meetings are aligned with the indicators in the SPP/APR, the public meetings also can serve to validate the quantitative data in the SPP/APR.

Information collected at the public meetings is used at the state and regional levels for continuous improvement. The 2006-07 statewide summary report is posted on the TEA website at <http://www.tea.state.tx.us/special.ed/tcip/index.html>. Information from the statewide summary report is included for Indicators 4, 8, 9/10 in the State’s APR submission.

3. Improvement Groups

Currently, there are seven improvement groups that advise the TEA on data, improvement activities, and targets (see Figure 3). While the Texas Steering Committee performs the self assessment, the Texas Special Education Continuing Advisory Committee, the federally required state advisory panel, provides a broad perspective on improvement in the state. Improvement groups focus on a particular state priority (indicators in the SPP/APR).

Figure 3. TCIP Improvement Groups



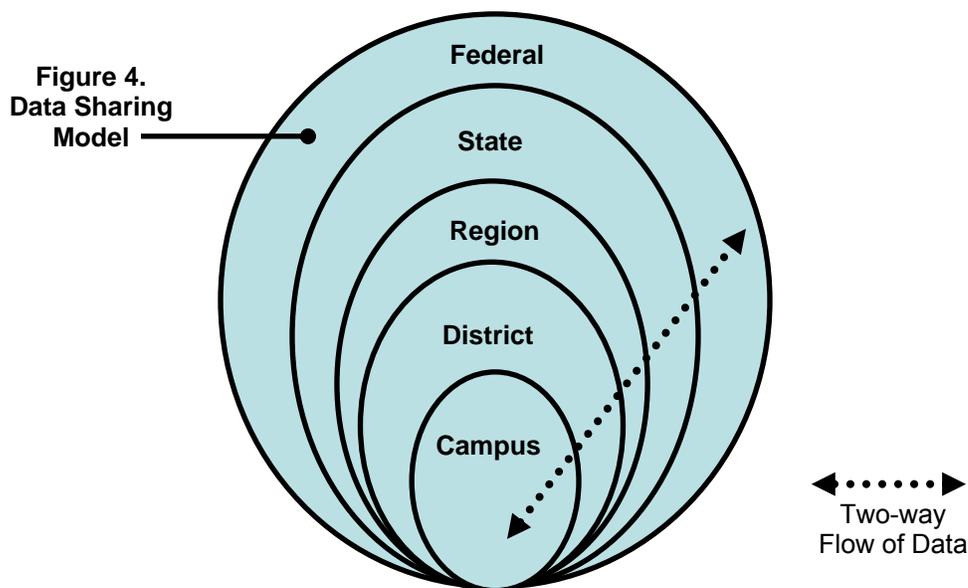
TCIP Improvement Groups

TCIP Improvement Group	Focus	Meetings
Access to General Curriculum	Provides advisement on free appropriate public education in the least restrictive environment (FAPE/LRE) issues, and disproportionate representation in special education	April 12, 2007
Comprehensive System of Personnel Development (CSPD) Leadership Council	Provides advisement on issues related to adequate supply of personnel and training of personnel	March 28, 2007
Continuing Advisory Committee	Provides broad perspective on Texas Continuous Improvement Process (Governor-appointed state advisory panel)	October 3, 2006 June 13-14, 2007
Discipline/Behavior Management	Provides advisement on the use of positive behavior support, discipline, and alternative placement issues	June 21, 2007
Early Childhood	Provides advisement on effective transition between IDEA Part C (ECI) and IDEA Part B (TEA) , Early Childhood Outcomes, Preschool Least Restrictive Environment (LRE) issues	April 11, 2007
Parent Training	Provides advisement on the building a coordinated system of consistent, accurate information and training available to parents	August 1, 2007
Post-School Results	Provides advisement on results for students with disabilities transitioning from the public school system	May 8, 2007
State Supervision	Provides advisement on issues related to complaint resolution, mediation, due process hearings, and monitoring processes	June 10, 2007
Texas Steering Committee	Performs annual self-assessment (State Performance Plan/Annual Performance Report) and advises on Texas Continuous Improvement Process	November 2006 January 2007

4. Data Sharing Model

TCIP uses a multi-level, data-sharing model in order to inform improvement (see Figure 4). Data is reported from the campus level and aggregated at the district level for submission to the TEA. The TEA generates reports for districts and regional ESCs for improvement planning purposes. The TEA reports aggregate data to the US Department of Education Office of Special Education Programs (OSEP).

This data-sharing model reflects the accountability aspects in the No Child Left Behind (NCLB) statute (which focuses on campus and district level accountability), as well as the reauthorized Individuals with Disabilities Education Act, 2004 (which has always focused on student level accountability).



Broad Stakeholder Input

The cornerstone of the Texas Continuous Improvement Process is access to broad stakeholder input. To ensure feedback that is truly representative of the state's geographic and ethnic diversity, a systematic approach for obtaining stakeholder participation was developed. Key stakeholder roles were determined, and a recruitment plan was implemented. The key perspectives or roles included in all improvement groups are parents, teachers, campus and school district administrators, parent-support and advocacy groups, higher education institutions, and other state agencies. The TEA routinely reviews group membership to keep it current and contacts ESCs seeking recommendations to fill vacancies. In particular, parent involvement is sought through the Parent Coordination Network led by Region 9 ESC, as well as through the Parent Training and Information (PTI) Projects. Further, the expertise of group members is fully leveraged through requests for recommendations of other parents and professional colleagues for improvement group membership, and in some cases, some group members serve on additional improvement groups themselves. All 20 regions are represented within the overall improvement group membership. More information about the Texas Continuous Improvement Process and these improvement groups can be found on the TEA website at <http://www.tea.state.tx.us/special.ed/tcip>.

An equally important source for stakeholder feedback is the Public Input and Information Meetings conducted each year by the ESCs. ESCs invite stakeholders to ensure each region's diversity is appropriately reflected among participants. In addition, ESCs inform the general public of the opportunity to participate in the meetings through their websites and ListServes, as well as working with school districts to promote the meetings. These public meetings provide the TEA with qualitative data on people's actual experiences with the special education system. Stakeholders in attendance respond to questions related to selected SPP indicators. The TEA and 20 ESCs collaborate in selecting the SPP indicators for discussion and developing the questions. The information gathered during the public meetings is used for continuous improvement at the regional and state levels. Stakeholder responses from each region are posted on the ESC's website, and a statewide summary of responses is posted on the TEA website at <http://www.tea.state.tx.us/special.ed/tcip/index.html>.

The 2006-2007 Statewide Summary of Stakeholder Feedback reflects information gathered at the Public Input and Information Meetings conducted by each ESC during the spring of the 2006-2007 school year. Stakeholders responded to questions supporting three indicators of the SPP: Indicator 4: Rates of Suspension and Expulsion; Indicator 8: Parent Participation; Indicators 9 and 10: Disproportionality. These topics were selected after a careful review of statewide data and improvement needs. The stakeholder input summarized in this report provides qualitative data on stakeholders' experiences with special education services. This data is included in the FFY 2006 APR.

Policy Implications for 2007-08 and Beyond

80th Texas Legislative Session

In January 2007, the 80th Texas Legislature convened and passed several laws that will impact the provision of special education in the State. For example, the State anticipates that House Bill (HB) 2237, the "High School Reform Bill," will have a positive impact on SPP Indicators 1, 2, 13, and 14, in particular drop out rates.

HB 1230, "Transition for Youth with Disabilities," requires the Agency to work with other state agencies in improving post-secondary transition options for students with disabilities, which is likely to positively impact SPP Indicators 13 and 14.

HB 1270, HB 1871 and HB 2504 require the State to establish pilot programs in intensive reading and math instruction, including services for limited English proficient students, which are expected to have a beneficial effect on SPP Indicators 3, 9 and 10, particularly as related to disproportionate representation of students in special education.

Amendments to Commissioner's Rules

In the fall of 2007, Commissioner's Rules concerning special education (Texas Administrative Code) were amended to reflect changes in the reauthorized Individuals with Disabilities Education Act (IDEA 2004). Some of the significant changes include revised criteria for learning disability eligibility, an emphasis on

Response to Intervention (RtI) results and clarification regarding the summary of academic achievement and functional performance.

Texas Administrative Code (TAC) 89.1040 (Eligibility Criteria) was revised to provide an option encouraging schools to use RtI results in determining learning disability eligibility, which should have a positive impact on SPP Indicators 9 and 10, particularly as related to initial referral and eligibility determination for special education services.

In addition, TAC 89.1070 (Graduation Requirements) provides clarification regarding the requirements of the summary of academic achievement and functional performance, which should have a beneficial effect on SPP Indicators 13 and 14, particularly as related to the success of students transitioning from high school to post-secondary settings.

Public Dissemination of Information

The TEA is committed to fully informing the parents of students with disabilities, educators, and the general public of Texas on the development of the Texas SPP and results reported in the APR as required by the United States Department of Education (USDE) Office of Special Education Programs (OSEP). The Special Education section of the TEA website at <http://www.tea.state.tx.us/special.ed/> serves as a principal source for disseminating this information. In addition, all 20 ESCs maintain websites to provide regional, as well as statewide, information (see <http://www.tea.state.tx.us/ESC/>).

Information about the SPP/APR, SPP/APR Reports, State Targets, Local Education Agency (LEA) Public Reporting, and State Performance Plan can be found on the TEA website at <http://www.tea.state.tx.us/special.ed/spp/index.html>.

APR Submission Status

States are required to submit an APR for each year in the six-year timeframe of SPP. Below is a chart depicting the APR submissions (past, present, and future).

Submitted	Indicators
February 2007	Indicators 1, 2, 3, 4A, 5, 6, 15, 16, 17, 19, 20
February 2008	Indicators 1, 2, 3, 4A, 5, 9, 10, 15, 16, 17, 18, 19, 20
February 2009	Indicator 1, 2, 3, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20
February 2010	All Indicators

Setting Targets

The Texas Steering Committee advises the TEA on setting targets related to performance, such as for Indicators 5 (Education Environment, Ages 6-21), 6 (Education Environment, Ages 3-5), 7 (Early Childhood Outcome), 8 (Parent Participation), 14 (Post School Outcomes), 18 (Resolution Agreements), and 19 (Mediation Agreements). State targets for all SPP indicators can be found on the TEA website at: <http://www.tea.state.tx.us/special.ed/spp/spptargets.html>.

Sampling

The State will continue to sample for Indicators 8 (Parent Participation) and 14 (Post School Outcomes). A detailed summary of the State Sampling Plan that addresses requirements for reporting a representative statewide sample of data can be found on the TEA website at <http://www.tea.state.tx.us/special.ed/spp/sampling.html> and within the narratives of the specific indicators.

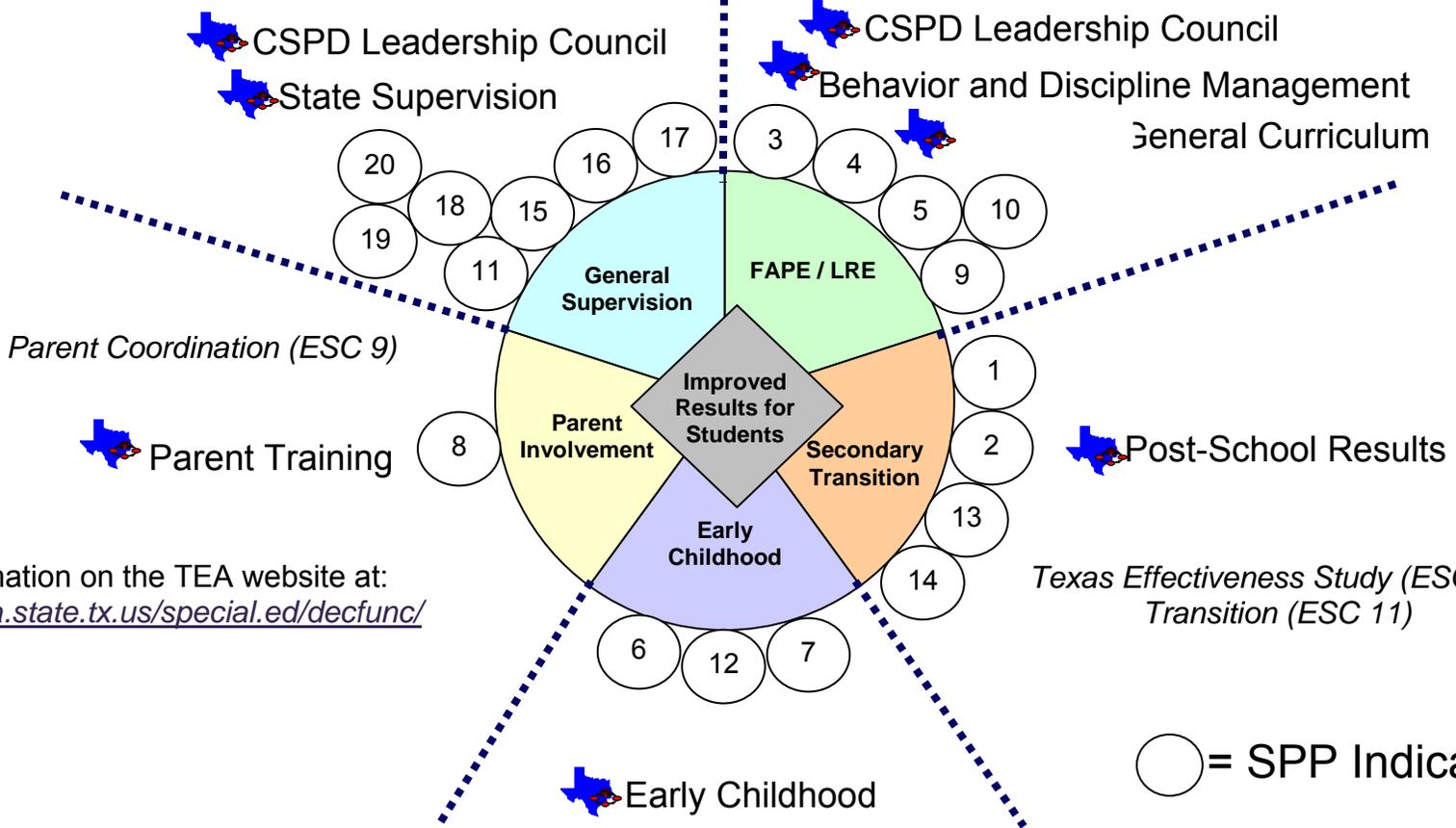
SPP/APR Reports

All SPP and APR submissions can be found on the TEA website at <http://www.tea.state.tx.us/special.ed/spp>

Alignment of TCIP Improvement Groups and ESC Statewide Leadership Functions & Projects with cluster areas/indicators of the State Performance Plan / Annual Performance Report

Child-Centered Framework (ESC 18)
 CSPD Leadership Council (ESC 6)
 Services for the Deaf (ESCs 4, 10, 11, 20)

Access to General Curriculum (ESC 20)
 Evaluation (ESC 12)
 Assistive Technology (ESC 4)
 Technical Assistance and Training—VI (ESC 11)
 Behavior/Discipline Management (ESC 4)
 Three Low Incidence Disabilities (ESC 2)
 Texas Autism Conference (ESC 2)
 Multicultural and Diverse Learners (ESC 1)
 Autism (ESC 13)
 Disproportionate Representation (ESC 1)



More information on the TEA website at:
<http://www.tea.state.tx.us/special.ed/decfunc/>

Annual Performance Report Target Overview

Indicators	2006–07 Target	2006–07 performance	2006–07 Met Target?	2007–08 Target
1. Graduation rate	75.80%	72.71%	No	96.40%
2. Dropout rate	2.90%	10.60%	No	2.80%
3A. Adequate Yearly Progress: Districts that met AYP Objective	100%	93.0%	No	100%
3B. Adequate Yearly Progress: Participation Rate (Math)	95%	98.6%	Yes	95%
3B. Adequate Yearly Progress: Participation Rate (Reading)	95%	98.2%	Yes	95%
3C. Adequate Yearly Progress: Proficiency Rate (Math)	50%	69.0%	Yes	50%
3C. Adequate Yearly Progress: Proficiency Rate (Reading)	60%	70.8%	Yes	60%
4A. Suspension/Expulsion rate	0%	4.7%	No	0%
5A. Educational Environment, Ages 6-21: Inside the regular class 80% or more of the day	55.55%	58.90%	Yes	56.66%
5B. Educational Environment, Ages 6-21: Inside the regular class less than 40% of the day	11.95%	12.34%	No	11.46%
5C. Educational Environment, Ages 6-21: In separate schools, residential facilities, or homebound/hospital placements	1.27%	1.22%	Yes	1.20%
6A. Educational Environment, Ages 3-5: Attending a regular early childhood program	No State Reporting Requirement			
6B. Educational Environment, Ages 3-5: Not attending a regular early childhood program or kindergarten and attending a special education program				
6C. Educational Environment, Ages 3-5: Not attending a regular early childhood program or kindergarten and not attending a special education program				
9. Disproportionality by race and ethnicity in the special education program	0%	0.16%	No	0%
10. Disproportionality by race and ethnicity by specific disability (Autism, Emotional Disturbance, Learning Disability, Mental Retardation, Other Health Impaired, Speech Impaired)	0%	0.16%	No	0%
15. General Supervision: timely correction of district noncompliance	100%	91.1%	No	100%
16. Complaint Investigation Timeline: within 60-day timeline	100%	100.0%	Yes	100%
17. Hearing Officer Decision Timeline: within 45-day timeline	100%	100.0%	Yes	100%
18. Resolution Sessions	40.86%	20.4%	NA	22.08%
19. Mediation agreements	79.82%	73.8%	No	75.45%
20. State Reporting: timely and accurate	100%	88.6%	No	100%

Part B State Annual Performance Report (APR) for 2006

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.

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

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth.

Calculation:

The graduation rate is calculated as follows:

number of students from a given cohort
who received a high school diploma

divided by

total number of students in a given cohort
(graduation + GED* + continuing + dropout)

*GED = General Educational Development (GED) certificates

FFY	Measurable and Rigorous Target
2006	75% of students with disabilities graduate from high school with a regular diploma.
2005	75.6% of students with disabilities graduate from high school with a regular diploma.

Actual Target Data for FFY 2006:

4-Year Graduation Rates for Students with Disabilities

	Class of 2004	Class of 2005	Class of 2006
a. Special Education Graduates	23,750	24,974	24,851
b. Cohort of Special Education Students	31,491	33,408	34,176
Calculation: $a / b * 100 = \%$	75.4%	74.8%	72.7%

Source: Academic Excellence Indicator System (AEIS) Datasets

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

I. Improvement Activities Completed

The improvement activities related to increasing the graduation rate for students with disabilities are interrelated to several other indicators in the Annual Performance Report (APR) including:

- Indicator 2: Dropout Rate
- Indicator 3: Adequate Yearly Progress (participation and proficiency rates of students with disabilities on statewide assessments)
- Indicator 4: Suspension and Expulsion Rates
- Indicator 5: Educational Environments, Ages 6-21 (placements in the least restrictive environment)
- Indicator 13: Transition Planning
- Indicator 14: Post-School Outcomes

The data associated with the indicators above must be considered when addressing the graduation indicator.

Response to Intervention

Response to Intervention (RtI) is a model which addresses the needs of all students through a continuum of services provided in general education. This model includes:

- High-quality instruction and tiered intervention strategies aligned with individual student need;
- Frequent monitoring of progress to make results-based academic or behavioral decisions; and
- Application of child response data to important educational decisions (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies).

A state level Director for RtI will be hired in the Division of Curriculum at TEA. The position will provide leadership to the state in the implementation of the RtI model, understanding that each district will employ a system that meets the needs of its particular population. Additionally, this position will serve as a facilitator for the various Divisions at TEA who will work together on this important topic.

Agency staff in a variety of divisions are continuing the dialogue necessary to establish the framework for addressing the needs of all struggling students. The crossover between general education and special programs implicit in RtI will require a blending or "braiding" of programs and issues in order to maximize resources and avoid duplication of efforts. Braided Services refers to the blending of several concepts that are a part of the reauthorization of Individuals with Disabilities Education Act (IDEA '04) and that have a considerable degree of overlap, in particular the involvement of both special and general education.

A Braided Services Intra-Agency Advisory Committee comprised of representatives from various divisions meets on a monthly basis to discuss and collaborate on the development of a Braided Services Model. The purpose of this model is to bridge services among and between the participating divisions of TEA in order to maximize resources and avoid duplication of efforts (October 2007).

Improvement Activities for 2006-07 included:

Held stakeholder meeting to gather recommendations regarding state guidance related to Braided Service. The purpose was to discuss state priorities and their relationships to each other and the role of agency leadership in addressing state priorities in a braided manner. A list of recommendations regarding state guidance related to Braided Services was developed. The advisory committee included parents representatives from ESCs, and TEA staff.

ESC Statewide Leadership Improvement Activities

As stated in the overview, designated ESCs provide statewide leadership. These ESCs are responsible for establishing and coordinating a 20-region network which ensures ongoing communication among ESCs about state-level needs assessment processes and planning, as well as implementing and evaluating statewide activities. The 20-region network for each of the leadership areas provide training and technical assistance to districts in the state. Project leadership is focused on specific activities related to Indicators 1, 2, 3, 4, 5, 13, and 14.

Texas Behavior Support Initiative

Texas Behavior Support Initiative (TBSI) training modules assist campus teams in developing and implementing a wide range of behavior strategies and prevention-based interventions. These skills have helped educators establish systems of support at school-wide, classroom and individual student levels. The Texas Collaborative for Emotional Development in Schools (TxCEDs), a project of the TBSI, is responsible for the development of a statewide integrated mental health model for school-age students. Additional information regarding the Texas Behavior Support Initiative is available at <http://www.txbsi.org/>.

TBSI is designed to build capacity in Texas schools for the provision of Positive Behavior Support (PBS) to all students. The goal of PBS is to enhance the capacity of schools to educate all students, especially students with challenging behaviors, by adopting a sustained, positive, preventative, and effective instructional approach to school wide discipline and behavior management. This approach focuses on teaching and encouraging positive school wide behavioral expectations and increasing school capacity to support sustained use of empirically validated practices.

The 2006-2007 continuous improvement efforts concerning TBSI were supported through the following activities:

- Sponsored and facilitated network meetings and network subcommittee meetings 3 times yearly.
- Continued dissemination of training modules, resources and guidelines to provide support for developing and sustaining TBSI PBS Core Teams. Training module topics include legislative issues; schoolwide and classroom interventions; individual interventions; appropriate use of time-out; addressing severe behavior; and campuswide action planning.
- Developed and disseminated online training delivery model for TBSI PBS Modules 1-4. Assisted districts and ESCs in addressing technology and logistical issues related to TBSI Online Modules.
- Supported implementation of Schoolwide PBS through multi-year projects involving a total of 299 campuses statewide.
- Continued maintenance of TBSI website.
- Purchased and disseminated the following resources for ESCs. Provided overview of information and suggested strategies for using this information to support TBSI PBS Core Teams.
 - 212° the Extra Degree
 - Kids Who Outwit Adults
 - Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth
 - Systematic Supervision: A Positive Way to Monitor Common Areas: Middle School (video)
 - Conducting School-Based Functional Behavioral Assessments: A Practitioner's Guide
 - What Do I do When...The Answer Book on Discipline
 - Data Analysis for Continuous School Improvement
 - The School Portfolio Toolkit: A Planning, Implementation and Evaluation Guide for Continuous School Improvement

- Updated and disseminated the *Discipline Flowchart for Students with Disabilities*. The Discipline Flowchart is designed to provide campus and district level administrative staff with information regarding the process to be followed in determining disciplinary consequences and placements for students with disabilities. In addition, ESC staff members utilized the chart when providing technical assistance and training for campuses and districts. Provided support training materials for ESC personnel.
- Provided optional *Functional Behavioral Assessment* training and training materials in response to requests from ESCs.
- Facilitated a meeting between the Behavior Discipline Management Statewide Leadership data subcommittee and TEA personnel to discuss data collection and analysis (December 7, 2006). The data subcommittee agreed to utilize data related to SPP Indicator 4 and Performance Based Monitoring Analysis System (PBMAS) Special Education Indicators 18, Discretionary Disciplinary Alternative Education Program (DAEP) Placement; 19 Discretionary Expulsions; and 20, Discretionary In School Suspension (ISS) Placement). These data were reviewed and analyzed at the regional and state level to determine training and technical assistance needs for campuses and districts. Other data sources included Special Education Ad Hoc Reporting System (SPEARS) reports for special education disciplinary action by disability category, special education days served by disability, disciplinary action comparison by ethnicity and days served by ethnicity. The data subcommittee discussed the possibility of comparing data from TBSI Schoolwide Implementation districts/campuses to similar non-participating districts/campuses to analyze the impact of the TBSI Schoolwide Implementation Project.
- Presented information regarding TBSI and TxCEDS to the TCIP Discipline and Behavior Management (DBM) Improvement Group.
- Organized the TBSI Statewide Positive Behavior Support Conference held June 11-13, 2007, in Dallas, Texas, spotlighting exemplary schoolwide PBS districts and campuses. Staff members from 26 TBSI implementation campuses presented information regarding their schoolwide PBS initiatives. Additional information regarding schoolwide implementation was shared during 20 poster sessions prepared and facilitated by campus, district and ESC personnel. Three national speakers provided keynote addresses regarding the interface between PBS and academic achievement. This conference was attended by 519 representatives from 117 districts, eight charter schools and 20 ESCs.
- Organized and facilitated three stakeholder group meetings, attended by representatives from ten agencies, for TxCEDS.
- Developed statewide model for delivery of integrated mental health services for school-age children. Stakeholders identified the following priorities for delivery models: training, collaborative service delivery models and public awareness.

Network lead personnel attended three national behavior conferences and presented a summary to the network of the information shared during these conferences.

- 11th Annual Conference on Advancing School Mental Health
- PBIS National Conference: Secondary Tertiary Interventions
- APBS 4th International Conference on Positive Behavior Support

Access to the General Curriculum

The Access to the General Curriculum (AGC) Network has developed a framework for statewide collaboration through a comprehensive planning process. The primary purpose of this process is to provide professional development and technical assistance focused on ensuring that all students with disabilities gain access to and show progress in the general curriculum through curricular and instructional adaptations in the least restrictive environment (LRE).

The 2006-2007 continuous improvement efforts concerning AGC were supported through the following activities:

- 125% Systemic Support Initiative

Each year the TEA calculates and publishes a list of districts/charters that maintain for two or more successive years a ratio of full-time equivalent (FTE) students placed in self-contained settings to the number of FTE students placed in less restrictive settings (resource room or mainstream settings) that is 25 percent higher than the statewide average. This requirement is called the 125% Statewide Ratio. In response to this requirement, the AGC Statewide Leadership has coordinated a 125% Support Initiative to support districts exceeding the 125% Ratio.

This initiative is a data analysis process that was designed for use with districts exceeding the 125% ratio. 84 districts were targeted based on Cycle 10 (2003-2005) 125% status to implement AGC activities and meet the following goal:

Increase the number of students served in less restrictive settings as indicated in Public Education Information Management System (PEIMS) Code 40, 41, or 42 for students with disabilities and fall below the 125% Statewide Ratio.

The process utilized for each ESC encompasses the following phases:

- Identify 125% Cycle 10 (2003-2005) districts/charter schools in the region.
 - Conduct initial meeting for participating 125% districts/charter schools by December 1, 2006.
 - Provide intensive support to participating 125% districts/charter schools.
 - Review PEIMS reports to examine trends/patterns of students served in more restrictive settings.
 - Conduct a focused data analysis and program review related to serving students in the least restrictive environment.
 - Create and implement an action plan linked to the district/campus improvement plan.
 - Compare Cycle 10 Status to current Cycle 11 (2004-2006) 125% Ratio and submit results by August 31, 2007.
- AGC Texas Essential Knowledge and Skills (TEKS)-Based Instruction Video Series & Training Modules

In 2005-2006, the AGC network developed and disseminated instructional videos and training modules to support TEKS-based instruction and inclusionary best practices for early childhood and elementary levels. The modules contain content for training in the following areas: Leadership & Vision; Collaborative Teaching Models; TEKS-Based Instructional Strategies; Accommodations/Modifications; and Assessment.

These training modules were developed for the purpose of promoting understanding, knowledge, and skills among administrators, educators, and parents in order that: Students with disabilities have greater access to the general education curriculum.

- Students with disabilities engage in meaningful and relevant instruction.
- Students with disabilities have opportunities to develop meaningful social relationships and friendships.

In 2006-2007 the Secondary Training Modules and Videos (middle school and high school Videos) were completed and a Trainer of Trainers (TOT) was provided on September 27, 2006 for AGC Network Members.

Peer Supports and Self-Advocacy Modules & Videos were added to the Secondary Training Modules to support post-school outcomes. During the 2006-2007 year all modules and videos were formatted and placed online for universal access at:

<http://portal.esc20.net/portal/page/portal/esc20public/SpecialEducation/AGCHome/AGCModules>

- Inclusion Works Conference

The 14th Annual Inclusion Works (IW) Conference was held February 28- March 2, 2007. This conference was hosted in partnership with The Arc of Texas*. The Inclusion Works Conference supports all AGC Statewide Leadership goals related to a free appropriate public education (FAPE) in the LRE. The role of the AGC network was to provide guidance with the program, present at conferences and help build administrator and parent attendance. ESC core content specialists provided content-specific training at the IW Principal's Academy on the following topics: preschool, access to TEKS-based instruction, state accountability and AYP.

- Evidence-Based Intervention Clearinghouse (reading interventions)

- Compiled a web-based list of research-based reading interventions that districts can view to make decisions to best support students to successfully gain access to the general education curriculum in reading. These strategies can be viewed on:

- <http://portal.esc20.net/portal/page/portal/esc20public/SpecialEducation/AGCHome/ReadingStrategies>

- Analysis of the academic interventions will review the level of research, target population, appropriate grade level, appropriate tier of instruction, and key component of reading that each intervention addresses.

- This resource was created in partnership with the Southwest Educational Development Laboratory **

- *Power of Two* (TOT)

The overall purpose of this training was to provide AGC Network Members with viable co-teaching strategies to promote inclusive programs statewide.

- Four Step Process with Students with Significant Cognitive Disabilities

The training was a collaborative effort with the Three Low Incidence Disabilities Network. The overall purpose of this training was to provide students with the most severe disabilities access to the general curriculum and success on the state alternate assessment (TAKS-Alt).

- Partnership Information

*The Arc of Texas is the oldest and largest nonprofit, volunteer organization in the state committed to creating opportunities for people with intellectual and developmental disabilities to be included in their communities and to make the choices which affect their lives. The Arc of Texas is affiliated with The Arc of the United States. More information about The Arc of Texas can be found at: <http://www.thearcoftexas.org/>

**The Southwest Educational Development Laboratory (SEDL) is a non-profit education research, development and dissemination corporation based in Austin, Texas. More information about SEDL can be found at: <http://www.sedl.org/>

Secondary Transition

During the 2006-07 school year, the Secondary Transition Network facilitated the understanding of transition as a results-oriented process which includes coordinated, measurable annual individual education program goals, and transition services in coordinated activities. This process and the activities enable a student to reach postsecondary goals.

Parent and student training composed from general transition training includes:

- New rules and regulations, self-determination, coordinated goals, and activities for the attainment of post-secondary goals, and advocacy of the parents and the students in the IEP process.
 - Texas General Transition Training: (Attaining Goals)
 - After training, participants demonstrated an understanding of the purpose of transition planning with an average of 89% agreement on the evaluation inquiry related to:
 - Attainment of the postsecondary goals
 - Development of the IEP at the secondary level
 - Coordination of measurable, annual IEP goals to reach postsecondary goals.
 - Coordination of a set of post-school activities in the IEP
 - Collaboration and coordination of interagency transition services
 - Transition Planning for Students (Training of Trainers)
 - Transition Planning for Students (first time data from students) School personnel training with data reported to regional Education Service Centers.
 - Students responded with an average 58% agreement on the evaluation inquiry related to:
 - Understanding of the relationship of the transition process to the IEP
 - Transition planning in alignment with the student's vision and post secondary goals
 - Student's responsibility in reaching post-school outcomes
 - Student's comprehension of the importance of IEP annual goals in relation to postsecondary goals
 - Student's preparation for and participation in the ARD (Admission, Review and Dismissal) committee process
 - Parents and the Transition Process (Training of Trainers)
 - Parents and the Transition Process training (first time data from districts)
 - "Leaving a Clear Trail" – Destination: Accurate Academic Achievement Record (AAR -The Academic Achievement Record is an official and permanent record of a student's academic performance during high school and, in some cases, of high school courses completed in middle school or junior high school (TEC §28.025(e)).
 - Facilitating joint agency and ESC trainings for collaboration between districts and agencies
 - Enhancement of the transition website in order to disseminate information statewide
 - Professional Development:
 - Job development in rural areas/job carving/job coaching
 - Transition assessment training and book studies
 - Age appropriate Transition Assessment training was developed by the network members for delivery during 2007-08.

The following statewide activities conducted by the 20 region network collaboration were completed specifically for deaf and hard of hearing (DHH) or visually impaired (VI) students:

- Provided college fairs for students who are Deaf and Hard of Hearing (DHH) in several areas of the state. Participating entities included Gallaudet University, National Technical Institute for the Deaf and the Southwest Collegiate Institute for the Deaf, numerous colleges/universities and other agencies serving students who are deaf and hard of hearing.
- Provided a conference: “Addressing the Needs of Students Labeled Deaf and Low Functioning, at Risk or Deaf/Blind” Conference. Sessions related to postsecondary transition included:
 - Understanding the IDEA and ADA from a public school and college perspective
 - Transition Skills Guidelines: Postsecondary Training Needs of Students who are Deaf or Hard of Hearing.
 - Understanding the Secondary Transition Process in Public Schools
 - Soft\Hard Work Skills Necessary to Obtain Work
 - Teaching Students How to Develop a Portfolio for transition purposes
 - Identifying Appropriate Work and/or Postsecondary Education Options
 - Learn How to Access, Use, Teach to deaf and hard of hearing students the PEPNet (Postsecondary Education Programs Network for Deaf and Hard of Hearing Students) transition online training programs
 - Know What Assessment Strategies to Implement when Looking at Secondary Transition
- Provided parent/family training on transition for DHH students. Resources related to postsecondary transition were also provided.
- Sampled eligibility folders of students with visual impairments in grades 9-12 to determine transition activities considered and documented in the IEP
- Began the enhancement of the Transition Parent and Student training material to use with teachers of students with visual impairments.
- Added to the Coordinated Set of Activities Framework developed by the transition network a list of activities for students with visual impairments.
- Collected and reviewed data to determine future training needs in the areas of transition needs, preferences and interests; post secondary activities; and participation in the transition planning process

Region 11 ESC High School Transition state leadership attended the Texas Transition Institute sponsored by Texas A&M University, ESC VI in Huntsville, the Texas Effectiveness Study, and the Texas High School Transition Network. Leadership also attended the Secondary Transition State Planning Institute facilitated by the National Secondary Transition Technical Assistance Center (NSTTAC). Over the last eight months phone calls and emails have been exchanged with NSTTAC to clarify Indicator 13 issues, gain a better understanding of postsecondary goals, and age appropriate transition assessment. Catherine Fowler at University of North Carolina (UNC) has been helpful in getting materials needed to facilitate training within the transition network. Larry Kortering at Appalachian State University provided the NSTTAC Transition Assessment Guide which contributed to the development of the Texas Transition Assessment training. Ed O’Leary at Mountain Plains Regional Resource Center has facilitated the state level development of postsecondary goals. Also at the state level, Diane Bassett of the University of Northern Colorado facilitated training on how to align transition within a standards-based educational framework.

Three Low Incidence Disabilities

The Three Low Incidence Disabilities (3LID) network provided training to build capacity to meet the needs of students who have significant cognitive disabilities, deafblindness and/or are medically fragile.

Additional information regarding the 3LID network is available on the ESC 3 website at <http://www.esc3.net/content/blogcategory/146/462/>.

Each ESC is required to designate a Deafblind Specialist and this function facilitates professional development training and support for these individuals as well. 3LID is also part of the Texas Deafblind Project led by the Texas School for the Blind and Visually Impaired (TSBVI).

The 2006–2007 continuous improvement efforts concerning 3LID were supported through the following activities:

- The 3 A's of Active Learning Project—district teams from across the state implemented strategies learned over the last three years through statewide training.
- Regional Deafblind Specialists received professional development trainings through the Texas Education Telecommunication Network (TETN) system from the TSBVI Deafblind Outreach team as well as through attendance at the statewide Deafblind Symposium.
- ESC 3LID network members provided training and technical assistance to districts regarding the new alternate assessment (TAKS-ALT).
- Training was provided to 3LID and AGC specialists on *Teaching Language Arts, Math and Science to Students with Significant Cognitive Disabilities*. Training was provided to 3LID, AGC, and Texas Assistive Technology Network (TATN) network members on the *Four Step Process for Accessing the General Curriculum for Students with Significant Cognitive Disabilities*.

Multicultural and Diverse Learners

The Multicultural and Diverse Learners (MDL) network provides statewide leadership in preventing inappropriate referrals to and placement of racially and ethnically diverse student groups into special education and related services. The purpose of the Multicultural and Diverse Learners (MDL) Network is to promote an inclusive and multifaceted educational system by providing technical assistance and guidance to educators to determine appropriate educational services for all students and meet the educational needs of MDL students.

The 2006–2007 continuous improvement efforts concerning MDL were supported through the following activities:

- Contracted with an outside consultant to conduct the first year of the Responding Educationally to All Learners (REAL) Modules Evaluation Project. Plans to continue with Phase II of the Evaluation Project (Evaluation of Effect) were made. An Evaluation Project Steering Committee comprised of MDL members, special education directors, the developers, Bilingual Education and Special Education (BESE) members, a TEA staff member, and other ESC staff provided input to the evaluation process.
- Co-sponsored the Texas Organization of Multilingual Multicultural Speech Pathologists and Audiologists Statewide Seminar held October 2006.
- Provided training on the REAL Modules to new members of the network.
- Shared resources regarding disproportionality.
- Attended the National Center for Culturally Responsive Educational System's National Summit.

Evaluation

The primary purpose of the Evaluation Network is to provide professional development and technical assistance focused on ensuring that all students suspected of having a disability are provided a thorough and timely full individual evaluation. This also applies to current students with disabilities who require new or reevaluations.

The 2006-2007 continuous improvement efforts concerning evaluation were supported through the following activities:

- Revised the *Ready, Set, Go* training manual which was developed to train new evaluation personnel.
- Distributed a statewide survey to determine the current needs of evaluation personnel.

- Provided the Statewide Evaluation Personnel (SWEPE) conference January 31–February 2, 2007, in San Antonio, Texas.
- Assisted TEA in revising the definition of mental retardation included in the new Commissioner’s Rules. <http://www.tea.state.tx.us/special.ed/rules/>
- Began development of a training to clarify a process for the evaluation of students who are culturally and linguistically diverse learners
 - Identification of appropriate assessment instruments
 - Identification of research-based instruction
 - Definition and clarification of issues relating to the exclusionary clauses in determining eligibility
 - Methods to distinguish between a language disability and a language difference and research-based practices for recommendation in full individual evaluations
- Began development of a TOT module which addresses linking full and individual evaluation results to instruction
- Developed a flowchart which addresses Parental Request for Evaluation.
- Developed a guidance document to address issues surrounding learning disability (LD) eligibility under Rtl.
- Began development of two major projects addressing student evaluation and instruction based upon evaluation data. While progress was made toward the finished products, these projects will reach completion by April 2008.
- Attended the Labor Relations Press (LRP) National Institute, Legal Issues of Educating Individuals with Disabilities, in San Diego on April 22-25, 2007.

Texas Assistive Technology Network

The Texas Assistive Technology Network (TATN) worked to ensure that students with disabilities receive assistive technology devices and services when needed to benefit from a free appropriate public education (FAPE) in the least restrictive environment (LRE). Through a comprehensive planning process, the TATN has developed a framework for statewide collaboration. Priorities in professional development and technical assistance focus on providing training, products, and services that:

- build district capacity in assistive technology knowledge and skills;
- promote strategies for building the literacy skills of all students; and
- align with statewide literacy initiatives.

The 2006–2007 continuous improvement efforts provided by the TATN were supported through the following activities:

- Attended conferences and provided professional development to network members based on the following:
 - Technology Supports for Struggling Writers, Illinois State University, SEAT Center.
 - National Instructional Materials Accessibility Standards (NIMAS), Center for Applied Technology.
 - Measuring the Effectiveness of Assistive Technology Devices and Services.
 - Partner-assisted Scanning for Students with Significant Multiple Challenges.
- Sponsored two regional Assistive Technology (AT) cluster conferences to provide national level speakers and multilevel training opportunities for educators and parents:
 - Texas AT Regional Conference, Houston, Texas, June 25–27, 2007.
 - AT Cluster Conference, Ft. Worth, Texas, July 24–26, 2007.

- Updated the following previously-developed modules to align with the new Federal Regulations for IDEA 2004.
 - Considering AT in the IEP Process training module, video and Resource Guide
 - Assistive Technology: A Legal Perspective
 - Assistive Technology: An Administrator's Perspective
 - Assistive Technology Evaluation: A Team Perspective
 - Technology Supports for Struggling Readers
 - Assistive Technology Implementation: Working Together to Make a Measurable Difference

- Developed one-hour informational sessions to be delivered via web casts and/or pod casts
 - Portable Computing
 - TX Regional AT Conference podcast interviews
 - Assistive Technology Cluster conference podcast interviews
 - NIMAS web/pod cast series
 - Overview of Universal Design

- Provided services to facilitate network communication and professional collaboration
 - Facilitated the online community by posting documents to share, providing updates and initiating conversations.
 - Hosted, updated and continued to develop the TATN web site to serve as a resource for ESCs, districts, parents and other stakeholders.
 - Collaborated with other ESCs to promote the use of AT for student achievement and functional performance.
 - Collaborated with professional organizations to increase AT Training opportunities in the state.
 - TATN members attended national conferences/forums and disseminated the information statewide.

II. Explanation of Progress or Slippage

The graduation rate for students with disabilities in the Class of 2006 decreased from the rate of the Class of 2005. An emphasis on the number of credits required in each core content area may be a contributing factor to the decrease in the rate. The Post-School Results improvement group met in May 2007 and reviewed the graduation data and other factors contributing to the slippage of this indicator. This improvement group will meet on April 9, 2008, to review the graduation data and provide advisement to the State on how to increase the graduation rate. A copy of the *report Secondary School Completion and Dropouts in Texas Public Schools 2005-06*, which contains definitions for graduation and dropouts can be found on the TEA website at http://www.tea.state.tx.us/research/pdfs/dropcomp_2005-06.pdf.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:

I. Targets

Target for FFY 2007 has been revised to 96.4% to align to Texas Education Agency Performance Measures set by the Texas Legislature. This measure is in alignment with the measure for all students.

II. Improvement Activities / Timelines / Resources

The improvement activities related to increasing the graduation rate for students with disabilities are interrelated to several other indicators in the APR including:

- Indicator 2: Dropout Rate
- Indicator 3: Adequate Yearly Progress (participation and proficiency rates of students with disabilities on statewide assessments)
- Indicator 4: Suspension and Expulsion Rates
- Indicator 5: Educational Environments, Ages 6–21 (placements in the least restrictive environment)
- Indicator 13: Transition Planning
- Indicator 14: Post-School Outcomes

The data associated with the indicators above must be considered when addressing the graduation indicator.

Specific improvement activities related to these areas include:

Response to Intervention

Improvement Activities for 2007–08 will include:

- Fill the vacant position for Director of Response to Intervention. The Director will provide leadership in the implementation of the Rtl model.
- Monthly meeting of the Braided Services Intra-Agency Advisory Committee to discuss and collaborate on the development of the Braided Services Model.
- Agency staff from the Divisions of Curriculum, No Child Left Behind, and IDEA Coordination will attend the National Rtl Summit. Other members of the Texas team attending the Summit will include representatives from the Texas Elementary Principals Association, Texas Association of Secondary Administrators, Texas American Federation of Teachers, and Texas State Teachers Association.

Texas Behavior Support Initiative

Improvement Activities for 2007-08 will include:

Activity	Timeline	Status
<ul style="list-style-type: none"> • Sponsor and facilitate network meetings and network subcommittee meetings (three times annually). 	Aug 2007 Dec 2007 Feb 2008	Continuing
<ul style="list-style-type: none"> • Gather and disseminate relevant information related to the suspension and expulsion of students with disabilities. 	Sept 2007– June 2008	Continuing
<ul style="list-style-type: none"> • Facilitate the collection and analysis of regional data from TBSI Schoolwide Implementation campuses using the Schoolwide Positive Behavior Support Evaluation Template located in Module 7 of the TBSI Schoolwide manual or at http://pbis.org/tools.htm. 	Sept 2007– June 2008	Continuing
<ul style="list-style-type: none"> • Continue technology and logistical support of TBSI Online Modules 1–4. 	Sept 2007– June 2008	Continuing
<ul style="list-style-type: none"> • Develop and disseminate TBSI Online Modules 5 and 6. 	Sept 2007	Continuing
<ul style="list-style-type: none"> • Produce and disseminate the Discipline Flow Chart for Students with Disabilities. 	Oct 2007	Continuing

<ul style="list-style-type: none"> • Facilitate organization of the TBSI Statewide Conference, to be held in San Antonio, Texas on June 15-17, 2008. Tentative topics include: <ul style="list-style-type: none"> ○ Potential impact of cultural differences on student behavior. ○ Use of culturally-sensitive positive behavior supports. ○ Research-based discipline practices for culturally/ethnically diverse student populations. ○ Mental health needs of culturally/ethnically diverse student populations. ○ Showcase of TBSI Implementation districts/campuses. • Maintain TBSI website. Update website to include applicable SPP indicators and related resources. • Network representatives will meet with representatives from the Multicultural/Diverse Learners network to discuss possible collaborative efforts. • Organize and facilitate Texas Collaborative for Emotional Development in Schools (TxCEDS) stakeholder meetings. • Facilitate the development of training modules and public awareness information regarding the TxCEDS model. • Design and disseminate a statewide needs assessment to identify perceptions of educators, parents and agency personnel regarding mental health needs of children and potential barriers to student learning and performance. Prepare and disseminate comprehensive report. • Coordinate the development of a comprehensive literature and resource review regarding diversification of funding sources for sustaining school-based mental health efforts. • Network lead personnel will attend two national behavior conferences and will present a summary of the information shared during these conferences. <ul style="list-style-type: none"> ○ Positive Behavior Interventions and Support Conference ○ Association for Positive Behavior Support Annual Conference 	June 2008	Continuing
	Sept 2007– June 2008	Continuing
	Jan 2008	New
	Sept 2007– June 2008	Continuing
	Jan 2008	Continuing
	Dec 2007	Continuing
	Sept 2007– June 2008	Continuing
	Oct 2007	Continuing
	Mar 2008	Continuing

Access to the General Curriculum

Improvement Activities for 2007–08 will include:

Activity	Timeline	Status
<ul style="list-style-type: none"> • Inclusion Works (IW) Conference <p>The 15th Annual Inclusion Works Conference will be held February 20–23, 2008. This conference is hosted in partnership with The Arc of Texas*. The Inclusion Works Conference continues to support all AGC Statewide Leadership goals related to FAPE in the LRE. The role of the AGC network is to provide guidance on the conference program, present at the conference and help build administrator and parent attendance.</p> <p>*The Arc of Texas is the oldest and largest nonprofit, volunteer organization in the state committed to creating opportunities for people with intellectual and developmental disabilities to be included in their communities and to make the choices which affect their lives. The Arc of Texas is affiliated with The Arc of the United States. More information about The Arc of Texas can be found at: http://www.thearcoftexas.org/</p>	Feb 2008	Continuing

<ul style="list-style-type: none"> Targeted LRE Support <p>Last year, the AGC Network supported districts/charter schools with LRE data concerns through a data analysis process that was designed to use with districts exceeding the 125% ratio. The primary goal of this process was to increase the number of students with disabilities served in less restrictive settings (PEIMS Code 40, 41, 42). This process is continuing in 2007–2008, but the data source used to target the participating districts is shifting LRE Indicators within the Performance Based Monitoring Analysis System (PBMAS). Information related to PBMAS is located at:http://www.tea.state.tx.us/pmi/pbm/ . Based on districts/charter schools assignment of performance level 3 on LRE Indicators 10 & 11 within the PBMAS, districts will be targeted for support. AGC Network members will provide technical assistance to successfully implement the AGC activities related to Indicators 10 & 11 within the PBMAS Continuous Improvement Plan and track results accordingly.</p>	<p>Sept 2007– May 2008</p>	<p>New</p>
<ul style="list-style-type: none"> Updated LRE Question and Answer (Q and A) Document for Administrators and Brochure for Parents <p>The AGC Network developed the LRE brochure to serve as a resource for parents and educators to better understand the basic laws surrounding FAPE in the LRE. The brochure was revised in 2004–2005 to include the new transition regulations and is currently in need of further updating to align with IDEA 2004 and State Commissioner Rules. The State encourages the dissemination of the LRE Q & A brochure to a wide range of educators and parents. Once revisions are complete, this brochure will be available online in English and Spanish on the Region 20 ESC website.</p>	<p>March 2008</p>	<p>Revised</p>
<ul style="list-style-type: none"> Ongoing Training <p>The AGC Network will continue to provide training outlined above on the following topics:</p> <ul style="list-style-type: none"> <i>Four Step Process with Students with Significant Cognitive Disabilities</i> <i>Power of Two Training</i> AGC Training Modules and Video Series 	<p>Sept 2007– May 2008</p>	<p>Continuing</p>
<ul style="list-style-type: none"> Standards-Based IEP Guidance <p>The AGC Network will work in partnership with TEA Policy Team to provide guidance for districts related to developing and implementing standards-based IEPs. The primary purpose of this guidance is to build awareness among parents, teachers and administrators about modified academic achievement standards and the requirement that students who take an alternate assessment based on modified academic achievement standards must have access to and instruction in grade-level content. The State encourages the dissemination of this guidance to a wide range of educators and parents. Once complete, this guidance will include regulations, state and national resources and will be available online in English and Spanish on the Region 20 ESC website.</p>	<p>Jan 2008</p>	<p>New</p>

Secondary Transition

Improvement Activities for 2007–08 will include:

Activity	Timeline	Status
<ul style="list-style-type: none"> • General transition training, student training, and parent training which includes new rules and regulations, self-determination, coordinated goals, and activities for the attainment; coordinated, measurable postsecondary goals, and advocacy of the parents and the students in the IEP process - September 2007-August 2008 <ul style="list-style-type: none"> ○ Training on data collections for Indicator 13 to all districts in state ○ Summary of Performance training ○ Postsecondary Goals training (including NSTTAC examples) ○ Transition Assessment training ○ Texas Transition: Attaining Goals training ○ Transition Planning for Students training ○ Parents and the Transition Process training ○ Leaving a Clear Trail - Destination: Academic Achievement Record (AAR) training and the evaluation of effectiveness • Collaboration of districts and agencies through joint agency and ESC trainings and meetings • Facilitate collaboration of districts and agencies through joint agency and ESC trainings and meetings • Enhancement of the transition website in order to disseminate information statewide <ul style="list-style-type: none"> ○ Parent training available on website in English and Spanish ○ Student training available on website in English and Spanish • Enhancement of higher education connection for focus on postsecondary education <ul style="list-style-type: none"> ○ Research available programs at high school and postsecondary level ○ Post links on Transition in Texas website • Coordinate a state-wide conference addressing the needs of students who are low functioning and deaf, offering a number of sessions on topics related to postsecondary transition. • Professional Development <ul style="list-style-type: none"> ○ Texas Transition Conference ○ IEP Development – From age-appropriate transition assessment to coordinated, measurable postsecondary goals 	<p>Sept 2007– Aug 2008</p> <p>Sept 2007– Aug 2008</p> <p>Sept 2007– Aug 2008</p> <p>Feb 2008</p> <p>Sept 2007– June 2008</p> <p>June 2008</p> <p>Feb 2008</p> <p>Feb 2008</p> <p>Nov 2008</p>	<p>New</p> <p>New</p> <p>New</p> <p>New</p> <p>Continuing</p> <p>Continuing</p> <p>Continuing</p> <p>Continuing</p> <p>Continuing</p> <p>Continuing</p> <p>Continuing</p> <p>New</p> <p>New</p> <p>New</p> <p>Continuing</p> <p>New</p>
<ul style="list-style-type: none"> ○ Book Studies– Assessments, Transition Planning ○ Alignment of federal and state rules and regulations to all trainings provided by ESC transition network members 	<p>Sept 2007– June 2008</p> <p>Sept 2007– June 2008</p>	<p>New</p> <p>Continuing</p>

Activity	Timeline	Status
<ul style="list-style-type: none"> • Provide college fairs for students who are deaf and hard of hearing (DHH) in several areas of the state. 	Sept 2007– June 2008	Continuing
<ul style="list-style-type: none"> • Provide a Transition Institute focusing on a range of postsecondary transition topics for students who are DHH, including: <ul style="list-style-type: none"> ○ Using PEPNet training materials as a teaching tool in the classroom ○ Assisting students in accessing the DARS vocational rehabilitation system ○ Understanding the various federal laws relevant to postsecondary transition ○ Developing an awareness of the SPP indicators related to post secondary transition. ○ Accessing online, free-of-charge postsecondary transition resources ○ Developing an understanding of college/university expectations for newly-enrolled students. ○ Selecting a college ○ Preparing for postsecondary employment ○ Selecting appropriate postsecondary residential placements for students who are low functioning 	Oct 2007	Continuing
<ul style="list-style-type: none"> • Develop resources related to postsecondary transition for students who are DHH, including: <ul style="list-style-type: none"> ○ information needed by students planning to attend college ○ work and training options for students unable to/do not plan to attend college ○ training materials for teacher use 	Sept 2007– June 2008	New
<ul style="list-style-type: none"> • Provide training on transition issues for administrators of deaf education programs across the state. 	Sept 2007– June 2008	New
<ul style="list-style-type: none"> • Provide AI and VI parent/family transition training 	Sept 2007– June 2008	Continuing
<ul style="list-style-type: none"> • Sample eligibility folders of AI and VI students in grades 9-12 to determine transition activities considered and documented in the IEP 	Spring 2008	Continuing
<ul style="list-style-type: none"> • Collect and review transition data collected to determine future training needs in the areas of transition needs, preferences and interests; post secondary activities; and participation in the transition planning process for AI and VI students 	May 2008	Continuing
<ul style="list-style-type: none"> • Complete the enhancement of the Transition Parent and Student training material to include VI and AI issues related to transition 	June 2008	Continuing
<ul style="list-style-type: none"> • Provide network members the Transition Parent and Student training material to use with teachers of VI students 	Oct 2007	Continuing
<ul style="list-style-type: none"> • Provide network members with training on the Coordinated Set of Activities for Students with Visual Impairments 	Oct 2007	Continuing

Activity	Timeline	Status
<ul style="list-style-type: none"> Collaborate and support the Texas Focus Conference and Texas Association of Education and Rehabilitators of the Visually Impaired by providing speakers to address transition issues of students of visual impairments 	Spring 2008	New
<ul style="list-style-type: none"> Research criteria for possible identification of best practices for transition of students with visual impairments enrolled in school districts 	Sept 2007– June 2008	New

Cinda Johnson from Seattle University will train the network members in the development of a secondary Individual Education Program that is transition focused by beginning with age appropriate transition assessment, development of postsecondary goals, and the construction of a course of study with a coordinated set of activities and annual goals which facilitate movement toward the postsecondary goal. ESC XI state leadership in high school transition will attend the Secondary Transition State Planning Institute Mid-year Follow-up facilitated by NSTTAC, the Division on Career Development and Transition International Conference, and the Texas Transition Conference. A conference call to our technical assistance center at the University of North Carolina will verify Texas transition activities and give suggestions for further growth.

House Bill 2237 – The High School Reform Bill

During the 80th Legislative Session in Spring 2007, the Texas legislature passed the High School Reform Bill which will impact transition for students with disabilities in Texas. The bill requires the designation of one week per school year as “Education: Go Get It!” Week. The purpose of the week is to educate students about the importance of higher education. Schools must provide comprehensive, grade appropriate information (middle, jr.high, and high school) regarding available higher education options, standard admissions requirements and information on the Top Ten Percent Program (<http://www.senate.state.tx.us/SRC/75HiLite/Sec5.htm>), curriculum, GPA and test requirements and financial aid.

Three Low Incidence Disabilities

Improvement Activities for 2007-08 will include:

Activity	Timeline	Status
<ul style="list-style-type: none"> Provide two TETN sessions for professional development of the Regional Deafblind Specialists.] 	Dec 2007 & Feb 2008	Continuing
<ul style="list-style-type: none"> Prepare and award a “Request for Proposal” for the development of a training module (TOT) on “ Teaching Literacy to Students with Significant Disabilities” for use by network members. 	Dec 2007– Feb 2008	New
<ul style="list-style-type: none"> Conduct 2 network meetings 	Oct 2007 & Feb 2008	Continuing
<ul style="list-style-type: none"> Initiate the <i>Early Literacy Skills Builder</i> Project with 80 district teams from across the state, each provided with training and a new curriculum. Each team will identify one or two target students and submit progress data to the project annually. The curriculum is research-based and designed for students with significant disabilities to access the general curriculum in Kindergarten through third grade. 	Oct 2007– Sept 2008	New
<ul style="list-style-type: none"> Provide 80 <i>Early Literacy Skills Builder</i> curriculum sets to selected project teams across the state. 	Oct 2007	New
<ul style="list-style-type: none"> Provide a TETN update on the upcoming Math and Science materials being developed for students with significant disabilities at the secondary level. 	Jan 2008	New

Activity	Timeline	Status
<ul style="list-style-type: none"> Begin the "Communication" Project with 80 project teams across the state, each provided with training on <i>Tactile Teaching Strategies</i>. Each team will identify one or two target students and submit progress data annually using the Communication Matrix. 	Oct 2007– Sept 2008	New
<ul style="list-style-type: none"> Provide the <i>Tactile Teaching Strategies to Students with Visual and Multiple Impairments</i> book and DVD to 80 project teams across the state. 	Oct 2007	New
<ul style="list-style-type: none"> <i>Training on Tactile Teaching Strategies for Students with Visual and Multiple Impairments</i> will be presented in collaboration with the Visual Impairment network. The network members are to participate in supporting the project teams in their region. [New Activity] <ul style="list-style-type: none"> Attend The Association for Severe Handicaps (TASH) Conference on December 5–8, 2007. Send Request For Proposal to experts in the field for their consideration for the development of training modules for use by the network in statewide training 	Oct 2007	New
	Dec 2007	New
	Dec 2007– Sept 2008	New

Multicultural and Diverse Learners

Improvement activities for 2007-08 include:

Activity	Timeline	Status
<ul style="list-style-type: none"> Conduct 2 Network Meetings 	Sept 2007 & Feb 2008	Continuing
<ul style="list-style-type: none"> Utilize the products developed by the National Center for Culturally Responsive Educational Systems (NCCRESt) and consultants from Equity, Excellence, Education, Incorporated. Members of the network will participate in a training of trainers for two of the six training modules developed by NCCRESt: <i>Collection and Use of Evidence</i>, and <i>Collaborative Leadership Team-Systemic Change</i>. 	Nov 2007	New
<ul style="list-style-type: none"> Network members will provide focused support to districts with disproportionate representation as identified by SPP Indicators 9 and 10 and /or those districts obtaining a Performance Based Monitoring Analysis System (PBMAS) performance level of 3 on Indicators 15 and 16 of the state monitoring system (http://www.tea.state.tx.us/pbm/2007PBMASManualFinal.pdf) . [New Activity] 	Sept 2007 June 2008	New
<ul style="list-style-type: none"> Distribute current research articles and resources in the area of diversity and special education issues. 	June 2008	Continuing
<ul style="list-style-type: none"> Develop and maintain a MDL web page with links to national and state resources. 	June 2008	New
<ul style="list-style-type: none"> Continue to participate in national summits/conferences regarding disproportionality. 	June 2008	Continuing

Evaluation

Improvement activities for 2007-2008:

Activity	Timeline	Status
<ul style="list-style-type: none"> Complete development of the TOT module which addresses linking full individual evaluation results to instruction and train the network. 	Feb 2008– Mar 2008	Continuing

Activity	Timeline	Status
<ul style="list-style-type: none"> Develop a guidance document for Child Find purposes which will be used with all eligibility age students who are suspected of having a disability (August 31, 2008) (new) 	June 2008	New
<ul style="list-style-type: none"> Develop a referral process flowchart for children under 5, including those transitioning from Early Childhood Intervention (ECI) Individualized Family Service Plan (IFSP) at age 3 that incorporates Key Elements in Early Transition (KEET) (http://www.tea.state.tx.us/special.ed/guidance/keet.html) 	June 2008	New
<ul style="list-style-type: none"> Complete the development of the TOT module which addresses a process for evaluating students who are culturally and linguistically diverse. Dissemination of the training materials to the network will be 	Feb 2008– Mar 2008	Continuing
<ul style="list-style-type: none"> Statewide Evaluation Personnel Conference. 	Feb 2008	Continuing
<ul style="list-style-type: none"> Attend the LRP National Institute 	May 2008	Continuing

Texas Assistive Technology Network (TATN)

Improvement Activities for 2007-08 will include:

Activity	Timeline	Status
<ul style="list-style-type: none"> Provide capacity-building training based on research-based strategies and best practices in assistive technology by sponsoring: [Continuing Activity] <ul style="list-style-type: none"> Two face-to-face, hands-on trainings for ESC assistive technology (AT) specialists. Two TETN broadcasts of nationally recognized leaders in the field of AT for ESC AT specialists and districts. Two regional AT cluster conferences to provide national-level speakers and multilevel training opportunities for educators and parents. Updates and revisions to previously developed modules with pertinent new information as needed. Develop materials and online information sessions/interviews to be delivered on the TATN website. These materials will include: <ul style="list-style-type: none"> Accessible Instructional Materials Response to Intervention Universal Design for Learning Podcasts from conferences 	 Sept 2007– Mar 2008 Oct 2007– Feb 2008 June 2008– July 2008 June 2008 Sept 2007– June 2008 Sept 2007 Nov 2007 Feb 2008 April 2008	 Continuing New Continuing Continuing New & Continuing

Activity	Timeline	Status
<ul style="list-style-type: none"> Study current data from the Performance Based Monitoring Analysis System related to disproportionate representation and the interface with SPP/APR data 	Fall 2007	New
<ul style="list-style-type: none"> Develop and maintain a website which will include the "State of the State" Annual Analysis Report. Current state data and information related to disproportionate representation and significant disproportionate representation as well as current research related to strategies, technical assistance, and information will be featured on the website. Recommended practices, state/national organizations, state/national conferences, and a resource library will be contained here, also 	Spring 2008	New

Texas Initiative for Autism Training

The TEA will select an ESC to serve as the State Lead for the Texas Initiative for Autism Training. The selected ESC will work in conjunction with TEA to determine, establish, and maintain a Texas Autism Training Initiative. This initiative will provide for the delivery of a statewide system of training, technical assistance, and support for educators who serve students with autism. The initiative will be carried out by an established network of the 20 ESCs.

Improvement activities for 2007-2008 will include:

Activity	Timeline	Status
<ul style="list-style-type: none"> Study current training options available through the 20 ESCs and other entities throughout the state and identify barriers and concerns related to access of these trainings 	Fall 0207	New
<ul style="list-style-type: none"> Establish a continuum of scientifically based training to meet the variety of needs that will be delivered statewide 	Fall 2007	New
<ul style="list-style-type: none"> Use student count/distribution data, an inventory of staff knowledge and resources, and community/regional resources to develop a system for districts to use in order to identify areas of need 	Fall 2007	New
<ul style="list-style-type: none"> Create a web-based resource to include diagnostic considerations, instructional/behavior management strategies, recommended practices and Admission, Review, and Dismissal (ARD) committee considerations 	Fall 2007	New
<ul style="list-style-type: none"> Develop and maintain a website which will include information related to diagnosis, current research, recommended practices, state/national organizations, and state/national conferences 	Spring 2008	New

All of the improvement activities associated with this indicator will be ongoing through the 2010–2011 school year.

Part B State Annual Performance Report (APR) for 2006

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school.

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

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth.

Calculation:

The dropout rate is calculated as follows:

number of students from a given cohort
who dropped out before the fall of a given year

divided by

total number of students in a given cohort
(graduation + GED* + continuing + dropout)

*GED = General Educational Development (GED) certificates

FFY	Measurable and Rigorous Target
2006	The dropout rate for students with disabilities shall not exceed 2.9%.
2005	The dropout rate for students with disabilities shall not exceed 1.9%.

Actual Target Data for FFY 2006:

Dropout Rates for Students with Disabilities

	Class of 2004	Class of 2005	Class of 2006
a. Special Education Dropouts	1,978	2,273	3,622
b. Cohort of Special Education Students	31,491	33,408	34,176
Calculation: a / b * 100 = %	6.3%	6.8%	10.6%

Source: Academic Excellence Indicator System (AEIS) Datasets

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

I. Improvement Activities Completed

The improvement activities related to decreasing the dropout rate for students with disabilities are interrelated to several other indicators in the Annual Performance Report (APR) including:

- Indicator 1: Graduation Rate
- Indicator 3: Adequate Yearly Progress (participation and proficiency rates of students with disabilities on statewide assessments)
- Indicator 4: Suspension and Expulsion Rates
- Indicator 5: Educational Environments, Ages 6-21 (placements in the least restrictive environment)
- Indicator 13: Transition Planning
- Indicator 14: Post-School Outcomes.

The data associated with the indicators above must be considered when addressing the dropout indicator. Specific improvement activities related to these areas include all the activities listed in Indicator 1 (Graduation).

II. Explanation of Progress or Slippage

The dropout rate for the Class of 2006 students with disabilities significantly increased from the rates of the Class of 2005. As the result of a legislative mandate, Texas adopted the National Center of Educational Statistics (NCES) definition of dropout. The adoption of this definition significantly changed the way dropouts in Texas were counted. In addition, the Texas Education Agency implemented a new data collection process for identifying leavers and dropouts. These two changes may be contributing factors to the increased number of dropouts. A copy of the report *Secondary School Completion and Dropouts in Texas Public Schools 2005-06*, which contains definitions for graduation and dropouts can be found on the TEA website at http://www.tea.state.tx.us/research/pdfs/dropcomp_2005-06.pdf.

The Post-School Results improvement group met in May 2007 and reviewed the dropout data and other factors contributing to the slippage of this indicator. This improvement group will meet on April 9, 2008 to review the dropout data and provide advisement to the State on how to decrease the dropout rate.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:

I. Targets

Target for FFY 2007 has been revised to 2.8% to align to Texas Education Agency Performance Measures set by the Texas Legislature. This measure is in alignment with the measure for all students.

II. Improvement Activities / Timelines / Resources

The improvement activities related to decreasing the dropout rate for students with disabilities are interrelated to several other indicators in the Annual Performance Report (APR) including:

- Indicator 1: Graduation Rate
- Indicator 3: Adequate Yearly Progress (participation and performance of students with disabilities on statewide assessments)
- Indicator 4: Suspension and Expulsion Rates

- Indicator 5: Educational Environments, Ages 6-21
(placements in the least restrictive environment)
- Indicator 13: Transition Planning
- Indicator 14: Post-School Outcomes.

The data associated with the indicators above must be considered when addressing the dropout indicator. Specific improvement activities related to these areas include all the activities listed in Indicator 1 (Graduation).

Improvement activities associated with this indicator will be ongoing through the 2010–2011 school year.

Part B State Annual Performance Report (APR) for 2006

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against modified achievement standard; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

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

Measurement:

A. Percent = $[(\# \text{ of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}) \text{ divided by the (total \# of districts that have a disability subgroup that meets the State's minimum "n" size in the State)}] \text{ times } 100.$

B. Participation rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in regular assessment with no accommodations (percent = $[(b) \text{ divided by } (a)] \text{ times } 100$);
- c. # of children with IEPs in regular assessment with accommodations (percent = $[(c) \text{ divided by } (a)] \text{ times } 100$);
- d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = $[(d) \text{ divided by } (a)] \text{ times } 100$);
- e. # of children with IEPs in alternate assessment against modified achievement standards (percent = $[(e) \text{ divided by } (a)] \text{ times } 100$); and
- f. # of children with IEPs in alternate assessment against alternate achievement standards (percent = $[(f) \text{ divided by } (a)] \text{ times } 100$).

Account for any children included in a but not included in b, c, d, e. of f. above.

Overall Percent = $[(b + c + d + e + f) \text{ divided by } (a)].$

C. Proficiency rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = $[(b) \text{ divided by } (a)] \text{ times } 100$);
- c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = $[(c) \text{ divided by } (a)] \text{ times } 100$);
- d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = $[(d) \text{ divided by } (a)] \text{ times } 100$);
- e. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against modified achievement standards (percent = $[(e) \text{ divided by } (a)] \text{ times } 100$); and
- f. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = $[(f) \text{ divided by } (a)] \text{ times } 100$).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = $[(b + c + d + e + f) \text{ divided by } (a)].$

FFY	Measurable and Rigorous Target
<p>2006 (2006-07)</p>	<p>Indicator 3A 100%</p> <p>Indicator 3B Participation on Math Assessments = 95% Participation on Reading Assessments = 95%</p> <p>Indicator 3C Performance on Math Assessments = 50% (AYP Target in NCLB) Performance on Reading Assessments = 60% (AYP Target in NCLB)</p>
<p>2005 (2005-06)</p>	<p>Indicator 3A 100%</p> <p>Indicator 3B Participation on Math Assessments = 95% Participation on Reading Assessments = 95%</p> <p>Indicator 3C Performance on Math Assessments = 42% (AYP Target in NCLB) Performance on Reading Assessments = 53% (AYP Target in NCLB)</p>

Actual Target Data for FFY 2006:

**Table 3A | Adequate Yearly Progress,
District Performance on AYP Objective**

Year	State's AYP objectives for progress for disability subgroup ("n" size = 50)
2006 (2006-07)	<ol style="list-style-type: none"> 1. 95% of students with disabilities participated in assessment in Reading/ELA 2. 95% of students with disabilities participated in assessment in Mathematics 3. 53% of students with disabilities meet the proficiency standard in Reading/ELA 4. 42% of students with disabilities meet the proficiency standard in Mathematics
2005 (2005-06)	<ol style="list-style-type: none"> 1. 95% of students with disabilities participated in assessment in Reading/ELA 2. 95% of students with disabilities participated in assessment in Mathematics 3. 60% of students with disabilities meet the proficiency standard in Reading/ELA 4. 50% of students with disabilities meet the proficiency standard in Mathematics

Status	2005-06	2006-07
Districts that did not meet AYP Objective	78	38
Districts that met AYP Objective	550	560
Total Number of Districts*	628	598
% of Districts that Met AYP Objective	87.6%	93.6%

Source: Adequate Yearly Progress Dataset

*Total number of Districts reported represents the number of districts in the State that have a disability subgroup that meets the State's minimum "n" size (n= 50)

Reports on AYP Results at the Campus, District, and State levels
can be found on the Texas Education Agency website at:
<http://www.tea.state.tx.us/ayp/index.html>

Texas Assessment Program Overview

The following provides an overview of student performance on statewide assessments, including the Texas Assessment of Knowledge and Skills (TAKS), the State-Developed Alternative Assessment II (SDAA II), the Texas Assessment of Knowledge and Skills–Alternate (TAKS-Alt), and the Texas English Language Proficiency Assessment System (TELPAS).

TAKS is the primary statewide assessment. As mandated by the 76th Texas Legislature, Texas public school students took the TAKS tests for the first time in 2003. Two to four TAKS subject-area tests, depending on the grade level, are administered annually to students in Grades 3-11. Spanish-version TAKS tests are available in Grades 3-6. By law, students for whom TAKS is the graduation testing requirement must pass exit-level tests in four content areas—English language arts, mathematics, social studies, and science—to graduate from a Texas public high school.

TAKS assessments are aligned to the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). In Grades 3-8, TAKS assessments are based on grade-specific TEKS. For example, the Grade 5 TAKS reading test is based on the knowledge and skills presented in the Grade 5 TEKS reading curriculum. In Grades 9-11, TAKS assesses broader curricula based on courses required for high school graduation. For example, the Grade 11 exit-level TAKS mathematics test assesses the knowledge and skills from Algebra I and high school geometry, as well as some curriculum from Grade 8 mathematics.

Another component of the statewide assessment program is the SDAA II. SDAA II measures the academic progress of students in Grades 3-10 who are served in special education programs and who are receiving TEKS-based instruction in a subject area tested by TAKS but for whom TAKS, even with allowable accommodations, is not an appropriate measure of academic achievement. First administered in 2005, SDAA II assesses reading in Grades 3-9, mathematics in Grades 3-10, writing in Grades 4 and 7, and English language arts (ELA) in Grade 10. Students enrolled in Grade 10 who are receiving instruction below grade level in ELA may take separate reading and writing tests.

TAKS-Alt assesses students with significant cognitive disabilities. The field test, first administered in spring 2007, requires teachers to design activities that link to the grade-level TEKS curriculum. Student performance is observed and scored using the TAKS-Alt rubric, and the results and supporting evidence are submitted through an on-line system. Each student who meets the participation criteria for TAKS-Alt must be assessed in all subject areas tested by TAKS in the student's enrolled grade.

In 2001, the U.S. Congress passed the No Child Left Behind Act (NCLB). Under NCLB, all eligible limited English proficient (LEP) students in Grades K-12 must be assessed annually in four language domains: listening, speaking, reading, and writing. In response to the requirement, the Texas Education Agency (TEA) developed TELPAS in 2005. TELPAS has two components, both designed to assess the progress of LEP students: the Reading Proficiency Tests in English (RPTE) and the Texas Observation Protocols (TOP). The RPTE assesses reading in Grades 3-12. The TOP assesses reading in Grades K-2 and listening, speaking, and writing in Grades K-12.

More information about the Texas Assessment Program can be found on the TEA website at: <http://www.tea.state.tx.us/student.assessment/index.html>.

Actual Target Data for FFY 2006:

Table 3B.1 | Statewide Participation Rate, Math

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
a. # of children with IEPs in grades assessed (TAKS, SDAA II, LDAA)	297,680	---	288,765	---	280,511	---
b. # of children with IEPs in regular assessment with no accommodations (TAKS)	101,607	34.13%	40,686	14.09%	65,751	23.44%
c. # of children with IEPs in regular assessment with accommodations (TAKS with accommodations)	Data Not Available	Data Not Available	52,864	18.31%	27,091	9.66%
d. # of children with IEPs in alternate assessment against grade level standards (SDAA II on grade level)	47,379	15.92%	59,834	20.72%	90,486	32.26%
e. # of children with IEPs in alternate assessment against modified achievement standards	NA	NA	NA	NA	NA	NA
f. # of children with IEPs in alternate assessment against alternate achievement standards (SDAA II off grade level and LDAA, 2004-05 & 2005-06; LDAA 2006-07)	145,933	49.02%	132,708	45.96%	93,361	33.28%
Participants, Grades 3-8, 10	294,919	99.07%	286,092	99.07%	276,689	98.64%
Non-participants	2,761	0.93%	2,673	0.93%	3,822	1.36%

Source: Adequate Yearly Progress Dataset

Actual Target Data for FFY 2006:

Table 3B.1 | Statewide Participation Rate, Reading

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
a. # of children with IEPs in grades assessed (TAKS, SDAA II, LDAA)	299,038	---	290,932	---	282,704	---
b. # of children with IEPs in regular assessment with no accommodations (TAKS)	95,118	31.81%	89,211	30.66%	78,426	27.74%
c. # of children with IEPs in regular assessment with accommodations (TAKS with accommodations)	Data Not Available	Data Not Available	2,407	0.83%	14,007	4.95%
d. # of children with IEPs in alternate assessment against grade level standards (SDAA II on grade level)	45,345	15.16%	55,194	18.97%	84,749	29.98%
e. # of children with IEPs in alternate assessment against modified achievement standards	NA	NA	NA	NA	NA	NA
f. # of children with IEPs in alternate assessment against alternate achievement standards (SDAA II off grade level and LDAA, 2004-05 & 2005-06; LDAA 2006-07)	155,467	51.99%	141,305	48.57%	100,375	35.51%
Participants, Grades 3-8, 10	295,930	98.96%	288,117	99.03%	277,557	98.18%
Non-participants	3,108	1.04%	2,815	0.97%	5,147	1.82%

Source: Adequate Yearly Progress Dataset

Actual Target Data for FFY 2006:

Table 3C.1 | Statewide Proficiency Rate, Math

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
a. # of children with IEPs in grades assessed (TAKS, SDAA II, LDAA)	271,803	---	264,889	---	276,689	---
b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (TAKS)	51,799	19.06%	53,933	20.36%	39,373	14.23%
c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (TAKS with accommodations)	Data Not Available	Data Not Available	Data Not Available	Data Not Available	15,569	5.63%
d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (SDAA II on grade level)	37,485	13.79%	52,615	19.86%	80,303	29.02%
e. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against modified achievement standards	NA	NA	NA	NA	NA	NA
f. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (SDAA II off grade level and LDAA)	93,680	34.47%	65,721	24.81%	55,631	20.11%
Total Proficient	182,964	67.31%	172,269	65.03%	190,876	68.99%

Source: Adequate Yearly Progress Dataset

Actual Target Data for FFY 2006:

Table 3C.1 | Statewide Proficiency Rate, Reading

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
a. # of children with IEPs in grades assessed (TAKS, SDAA II, LDAA)	271,546	---	263,027	---	277,557	---
b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (TAKS)	56,607	20.85%	58,860	22.38%	53,200	19.17%
c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (TAKS with accommodations)	Data Not Available	Data Not Available	Data Not Available	Data Not Available	9,664	3.48%
d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (SDAA II on grade level)	36,190	13.33%	47,313	17.99%	74,889	26.98%
e. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against modified achievement standards	NA	NA	NA	NA	NA	NA
f. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (SDAA II off grade level and LDAA)	97,561	35.93%	67,414	25.63%	58,762	21.17%
Total Proficient	190,358	70.10%	173,587	66.00%	196,515	70.80%

Source: Adequate Yearly Progress Dataset

Table 4A.1 | 2006-07 Participation Rate by Grade, Math

	a. # of children with IEPs in grades assessed		b. # of children with IEPs in regular assessment with no accommodations		c. # of children with IEPs in regular assessment with accommodations		d. # of children with IEPs in alternate assessment against grade level standards		e. # of children with IEPs in alternate assessment against modified achievement standards		f. # of children with IEPs in alternate assessment against alternate achievement standards	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
3	37,269	13.29%	11,865	18.05%	5,217	19.26%	9,597	10.61%	NA	NA	10,193	10.92%
4	39,751	14.17%	9,768	14.86%	5,567	20.55%	12,134	13.41%	NA	NA	11,893	12.74%
5	42,598	15.19%	8,751	13.31%	5,575	20.58%	14,345	15.85%	NA	NA	13,597	14.56%
6	42,556	15.17%	8,828	13.43%	4,464	16.48%	15,291	16.90%	NA	NA	13,587	14.55%
7	42,169	15.03%	8,930	13.58%	2,904	10.72%	15,398	17.02%	NA	NA	14,464	15.49%
8	41,605	14.83%	8,377	12.74%	2,287	8.44%	14,877	16.44%	NA	NA	15,482	16.58%
10	34,563	12.32%	9,232	14.04%	1,077	3.98%	8,844	9.77%	NA	NA	14,145	15.15%
Total	280,511	100.00%	65,751	100.00%	27,091	100.00%	90,486	100.00%	NA	NA	93,361	100.00%

Source: Adequate Yearly Progress Dataset

Table 4A.2 | 2006-07 Participation Rate by Grade, Reading

	a. # of children with IEPs in grades assessed		b. # of children with IEPs in regular assessment with no accommodations		c. # of children with IEPs in regular assessment with accommodations		d. # of children with IEPs in alternate assessment against grade level standards		e. # of children with IEPs in alternate assessment against modified achievement standards		f. # of children with IEPs in alternate assessment against alternate achievement standards	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
3	38,264	13.54%	14,214	18.12%	2,829	20.20%	8,502	10.03%	NA	NA	12,231	12.19%
4	39,875	14.10%	10,638	13.56%	2,722	19.43%	11,394	13.44%	NA	NA	14,533	14.48%
5	43,190	15.28%	10,704	13.65%	2,820	20.13%	13,573	16.02%	NA	NA	15,654	15.60%
6	42,666	15.09%	9,613	12.26%	2,118	15.12%	15,008	17.71%	NA	NA	15,362	15.30%
7	42,266	14.95%	10,737	13.69%	1,442	10.29%	14,174	16.72%	NA	NA	15,294	15.24%
8	41,692	14.75%	10,784	13.75%	1,370	9.78%	13,583	16.03%	NA	NA	15,171	15.11%
10	34,751	12.29%	11,736	14.96%	706	5.04%	8,515	10.05%	NA	NA	12,130	12.08%
Total	282,704	100.00%	78,426	100.00%	14,007	100.00%	84,749	100.00%	NA	NA	100,375	100.00%

Source: Adequate Yearly Progress Dataset

Table 4B.1 | 2006-07 Proficiency Rate by Grade, Math

	a. # of children with IEPs in grades assessed		b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations		c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations		d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards		e. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against modified achievement standards		f. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
3	36,872	13.33%	8,848	13.46%	2,985	11.02%	8,751	10.90%	NA	NA	5,633	10.13%
4	39,362	14.23%	7,624	11.60%	3,644	13.45%	11,072	13.79%	NA	NA	7,107	12.78%
5	42,268	15.28%	6,733	10.24%	4,301	15.88%	13,073	16.28%	NA	NA	8,362	15.03%
6	42,170	15.24%	5,223	7.94%	2,282	8.42%	12,699	15.81%	NA	NA	8,190	14.72%
7	41,696	15.07%	4,559	6.93%	1,235	4.56%	13,501	16.81%	NA	NA	8,445	15.18%
8	41,023	14.83%	3,818	5.81%	886	3.27%	13,277	16.53%	NA	NA	9,280	16.68%
10	33,298	12.03%	2,568	3.91%	236	0.87%	7,930	9.88%	NA	NA	8,614	15.48%
Total	276,689	100.00%	39,373	59.88%	15,569	57.47%	80,303	100.00%	NA	NA	55,631	100.00%

Source: Adequate Yearly Progress Dataset

Table 4B.2 | 2006-07 Proficiency Rate by Grade, Reading

	a. # of children with IEPs in grades assessed		b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations		c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations		d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards		e. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against modified achievement standards		f. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
3	37,776	13.61%	10,756	16.36%	2,145	7.92%	7,601	10.15%	NA	NA	6,707	11.41%
4	39,287	14.15%	7,684	11.69%	1,773	6.54%	10,236	13.67%	NA	NA	8,159	13.88%
5	42,751	15.40%	7,334	11.15%	2,065	7.62%	12,129	16.20%	NA	NA	9,072	15.44%
6	42,101	15.17%	7,267	11.05%	1,630	6.02%	13,550	18.09%	NA	NA	9,025	15.36%
7	41,647	15.00%	6,527	9.93%	837	3.09%	12,675	16.93%	NA	NA	8,955	15.24%
8	40,908	14.74%	7,500	11.41%	876	3.23%	11,948	15.95%	NA	NA	9,184	15.63%
10	33,087	11.92%	6,132	9.33%	338	1.25%	6,750	9.01%	NA	NA	7,660	13.04%
Total	277,557	100.00%	53,200	80.91%	9,664	35.67%	74,889	100.00%	NA	NA	58,762	100.00%

Source: Adequate Yearly Progress Dataset

Table 5B.1 | 2005-06 Participation Rate by Grade, Math

Grade	a. # of children with IEPs in grades assessed TAKS, SDAA II, LDAA		b. # of children with IEPs in regular assessment with no accommodations TAKS		c.# of children with IEPs in regular assessment with accommodations TAKS with accommodations		d. # of children with IEPs in alternate assessment against grade level standards SDAA II on grade level		e.# of children with IEPs in alternate assessment against alternate achievement standards SDAA II off grade level and LDAA	
3	38,591	13.4%	5,058	12.4%	12,534	23.7%	6,712	11.2%	14,136	10.7%
4	41,351	14.3%	4,016	9.9%	11,239	21.3%	8,940	14.9%	16,981	12.8%
5	45,521	15.8%	3,147	7.7%	11,926	22.6%	10,370	17.3%	19,900	15.0%
6	44,148	15.3%	5,487	13.5%	7,228	13.7%	10,680	17.8%	20,485	15.4%
7	42,651	14.8%	6,487	15.9%	4,886	9.2%	9,597	16.0%	21,283	16.0%
8	41,427	14.3%	7,058	17.3%	3,623	6.9%	8,794	14.7%	21,473	16.2%
10	35,076	12.1%	9,433	23.2%	1,428	2.7%	4,741	7.9%	18,450	13.9%
Total	288,765	100.0%	40,686	100.0%	52,864	100.0%	59,834	100.0%	132,708	100.0%

Source: Adequate Yearly Progress Dataset

Table 5B.2 2005-06 Participation Rate by Grade, Reading

Grade	a. # of children with IEPs in grades assessed TAKS, SDAA II, LDAA		b. # of children with IEPs in regular assessment with no accommodations TAKS		c.# of children with IEPs in regular assessment with accommodations TAKS with accommodations		d. # of children with IEPs in alternate assessment against grade level standards SDAA II on grade level		e.# of children with IEPs in alternate assessment against alternate achievement standards SDAA II off grade level and LDAA	
3	39,831	13.7%	16,573	18.6%	505	21.0%	5,580	10.1%	17,042	12.1%
4	41,479	14.3%	12,195	13.7%	496	20.6%	8,003	14.5%	20,612	14.6%
5	46,182	15.9%	13,529	15.2%	451	18.7%	9,308	16.9%	22,724	16.1%
6	44,242	15.2%	10,974	12.3%	341	14.2%	10,364	18.8%	22,275	15.8%
7	42,764	14.7%	11,244	12.6%	258	10.7%	9,034	16.4%	21,835	15.5%
8	41,531	14.3%	12,075	13.5%	213	8.8%	8,229	14.9%	20,528	14.5%
10	34,903	12.0%	12,621	14.1%	143	5.9%	4,676	8.5%	16,289	11.5%
Total	290,932	100.0%	89,211	100.0%	2,407	100.0%	55,194	100.0%	141,305	100.0%

Source: Adequate Yearly Progress Dataset

Table 5C.1 | 2005-06 Proficiency Rate by Grade, Math

Grade	a. # of children with IEPs in grades assessed		b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations TAKS		c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations TAKS with accommodations		d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards SDAA II on grade level		e. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards SDAA II off grade level and LDAA	
3	36048	13.6%	12,539	23.2%	Data Not Available	Data Not Available	6,080	11.6%	5,258	8.0%
4	38391	14.5%	10,906	20.2%	Data Not Available	Data Not Available	8,125	15.4%	6,804	10.4%
5	41743	15.8%	11,378	21.1%	Data Not Available	Data Not Available	9,503	18.1%	9,160	13.9%
6	40875	15.4%	7,187	13.3%	Data Not Available	Data Not Available	9,012	17.1%	9,953	15.1%
7	39013	14.7%	4,983	9.2%	Data Not Available	Data Not Available	8,018	15.2%	11,007	16.7%
8	37675	14.2%	4,057	7.5%	Data Not Available	Data Not Available	7,700	14.6%	12,185	18.5%
10	31144	11.8%	2,883	5.3%	Data Not Available	Data Not Available	4,177	7.9%	11,354	17.3%
Total	264,889	100.0%	53,933	100.0%	Data Not Available	Data Not Available	52,615	100.0%	65,721	100.0%

Source: Adequate Yearly Progress Dataset

Table 5C.2 | 2005-06 Proficiency Rate by Grade, Reading

Grade	a. # of children with IEPs in grades assessed		b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations TAKS		c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations TAKS with accommodations		d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards SDAA II on grade level		e. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards SDAA II off grade level and LDAA	
3	34,331	13.1%	12,093	20.5%	Data Not Available	Data Not Available	4,844	10.2%	6,371	9.5%
4	38,429	14.6%	8,777	14.9%	Data Not Available	Data Not Available	7,021	14.8%	8,033	11.9%
5	41,579	15.8%	9,341	15.9%	Data Not Available	Data Not Available	8,256	17.4%	10,090	15.0%
6	40,898	15.5%	8,449	14.4%	Data Not Available	Data Not Available	9,193	19.4%	10,765	16.0%
7	39,044	14.8%	6,216	10.6%	Data Not Available	Data Not Available	7,504	15.9%	10,922	16.2%
8	37,703	14.3%	7,232	12.3%	Data Not Available	Data Not Available	7,331	15.5%	11,162	16.6%
10	31,043	11.8%	6,752	11.5%	Data Not Available	Data Not Available	3,164	6.7%	10,071	14.9%
Total	263,027	100.0%	58,860	100.0%	Data Not Available	Data Not Available	47,313	100.0%	67,414	100.0%

Source: Adequate Yearly Progress Dataset

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

I. Improvement Activities Completed

The improvement activities related to increasing the participation and performance rates for students with disabilities are interrelated to several other indicators in the Annual Performance Report (APR) including:

- Indicator 1: Graduation Rate
- Indicator 5: Educational Environments, Ages 6-21
(placements in the least restrictive environment)

The data associated with the indicators above must be considered when addressing the adequate yearly progress indicator. Specific improvement activities related to these areas include all the activities listed in Indicator 1 (Graduation).

II. Explanation of Progress or Slippage

- 3A. The State did not meet the 100% target (93.6%); however, the percentage of districts that met the AYP objective in 2006-07 increased from the previous year's performance at 87.6%. The increase may be a reflection of the State's flexibility agreement with USDE which allows more students with disabilities to count toward participation and proficiency. The number of districts failing to meet the minimum "n" size may be associated with the declining statewide special education population.
- 3B. The State exceeded the 95% target for students participating on math assessments (98.64%) and on reading assessments (98.18%). The number of non-participants (absent on the day of assessment) increased. The State will continue to monitor the number of non-participants annually. The State continues to emphasize the overall importance of Adequate Yearly Progress by providing timely and accurate information to school districts and the public on the TEA's website at <http://www.tea.state.tx.us/ayp/index.html>.
- 3C. The State exceeded the 50% target for student proficiency rates on math assessments (68.99%) and the 60% target for student proficiency rates on reading assessments (70.80%). The Texas Reading Initiative and Texas Math Initiative (see description at end of the Indicator) continue to contribute to increased student proficiency rates in the Texas Assessment Program.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:

I. Targets

State will not revise the targets associated with No Child Left Behind (NCLB) Adequate Yearly Progress for FFY 2007:

- 3A = Meet AYP Objectives = 100%
- 3B = Participation Rates, Math and Reading = 95%
- 3C = Proficiency Rates, Math (50%) and Reading (60%)

II Improvement Activities / Timelines / Resources

The improvement activities related to increasing the participation and performance rates for students with disabilities are interrelated to several other indicators in the Annual Performance Report (APR) including:

- Indicator 1: Graduation Rate
- Indicator 5: Educational Environments, Ages 6-21
(placements in the least restrictive environment)

The data associated with the indicators above must be considered when addressing the adequate yearly progress indicator. Specific improvement activities related to these areas include all the activities listed in Indicator 1 (Graduation).

Additional State-Level Activities

Under the accountability provisions in the No Child Left Behind (NCLB) Act, all public school campuses, school districts, and the State are evaluated for Adequate Yearly Progress (AYP). Districts, campuses, and the State are required to meet AYP criteria on three measures: Reading/Language Arts, Mathematics, and either Graduation Rate (for high schools and districts) or Attendance Rate (for elementary and middle/junior high schools). Activities to meet the needs of students with disabilities are embedded in the following statewide academic initiatives:

- **Student Success Initiative** - The goal of the Student Success Initiative (SSI) is to ensure that all students receive the instruction and support they need to be academically successful in reading and mathematics. The academic support provided under the SSI takes many forms, but students identified as being in need must be provided additional targeted instruction to ensure that they are afforded the opportunity for intensive instruction if they fall behind their classmates (<http://www.tea.state.tx.us/studentsuccess/index.html>).
- **Texas Math Initiative** - The Texas Math Initiative goals are to identify best practices and proven research-based models for math instruction by empowering teachers, parents and school districts to enact meaningful changes that will provide measurable results. This initiative brings together teachers, administrators and math experts to build consensus on reform efforts and give teachers a clear understanding of the math skills expected of students and the best instructional practices to enhance student performance (<http://www.tea.state.tx.us/math/>).
- **Texas Reading Initiative** - The Texas Reading Initiative (TRI) was developed in collaboration with the U.S. Department of Education, national reading experts, universities, colleges, regional Education Service Centers, and local school districts. The TRI adheres to scientific research-based principles for beginning reading instruction. Utilizing the Pre-K Guidelines and the Texas Essential Knowledge and Skills (TEKS) for Grades K-3 and the State's adopted reading textbooks, the TRI commits its energies and funding to ensure that all Texas students are reading on grade level or above by the end of Grade 3, and continues to support reading achievement for students in subsequent school years (<http://www.tea.state.tx.us/reading/>).
- **Texas Reading First Initiative** – The Texas Reading First Initiative provides an opportunity for every district to help all students achieve reading mastery by the end of the third grade. The Texas Reading First Initiative grant will strengthen the Texas Reading Initiative which already employs an infrastructure to link the State's business community, policymakers, state educational professionals, university-based research partners, and regional technical assistance providers together (<http://www.tea.state.tx.us/curriculum/readingfirst/index.html>).

Improvement activities associated with this indicator will be ongoing through the 2010–2011 school year.

Part B State Annual Performance Report (APR) for 2006

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

- | |
|---|
| <p>A. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of districts in the State)] times 100.</p> |
|---|

<p style="margin-left: 40px;">A “significant discrepancy” is defined as exceeding the 5.14 cut point for 2006-07 (see Methodology below).</p>
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FFY	Measurable and Rigorous Target
<p>2006 (2006-07)</p>	<p>Indicator 4A The percent of districts identified by the state as having a significant discrepancy in the rates of suspension and expulsions of students with disabilities for greater than 10 school days in a school year will be 0%.</p>
<p>2005 (2005-06)</p>	<p>Indicator 4A The percent of districts identified by the state as having a significant discrepancy in the rates of suspension and expulsions of students with disabilities for greater than 10 school days in a school year will be 0%.</p>

Methodology for Identifying Districts with Significant Discrepancies in Suspension/Expulsion Rates

The State calculates and compares the rates of suspensions and expulsions of students with disabilities (SWD) and the rates of students without disabilities (SWOD) by district

Determining the Ratio of Suspension/Expulsions

The State first calculates the rates of suspension/expulsion of students with disabilities and students without disabilities, and then creates a ratio of the rates. The ratio measures the number of times students with disabilities are suspended/expelled over the students without disabilities.

1. Calculating the Rates

Rate of SWD suspended/ expelled in district	=	$\frac{\text{\# of SWD suspended/expelled in district}}{\text{\# of SWD in the district}}$
Example		
12.72%	=	$\frac{42}{330} * 100$

Rate of SWOD suspended/ expelled in district	=	$\frac{\text{\# of SWOD suspended/expelled in district}}{\text{\# of SWOD in the district}}$
Example		
8.27%	=	$\frac{186}{2249} * 100$

2. Calculating the Ratio

Ratio	=	$\frac{\text{Rate of SWD}}{\text{Rate of SWOD}}$
Example		
1.54	=	$\frac{12.72\%}{8.27\%} * 100$

Determining the Cut Point

The State produces a plot of the ratios using a *proc univariate normal plot*. Based on the plot, districts that have ratios within the 95 percentile area are considered to have statistically acceptable rates of suspensions and expulsions. The districts with ratios that are over the 95 percentile area (remaining 5%) may be considered to have a significant discrepancy in the rates of suspensions and expulsions of students with disabilities.

Data Cut Points

	Cut Point
2006-07	≥ 5.14 (at over 95%)
2005-06	≥ 0.49 (at over 95%)

Actual Target Data for FFY 2006:

Indicator 4A: Suspensions/Expulsions, Students with Disabilities

	2005-06	2006-07
a. # of districts with significant discrepancy	58	58
b. Total districts	1242	1237
Calculation: $a / b * 100$	4.6%	4.7%

Source: Public Education Information Management System (PEIMS) Datasets

FFY 2005 APR Update

In spring 2008, the State will notify districts identified in FFY 2005 and FFY 2006 and require the districts to perform a self assessment related to the district's policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA, as required by 34 CFR §300.170(b). Districts may use a state developed self assessment or choose to use their own process. Districts will be required to report the results of their self assessment to the State. The results will be reported in FFY 2007 APR.

This process will be similar to the process established for identifying districts with issues of disproportionate representation that is the result of inappropriate identification. Information about that process can be found on the TEA website at <http://www.tea.state.tx.us/special.ed/guidance/disprop/disprop.html>.

The State continues to monitor the following disciplinary activities in its Performance Based Monitoring Analysis System (PBMAS): Discretionary Disciplinary Alternative Educational Placements (DAEP), Discretionary Expulsions, and Discretionary Placements to In School Suspension (ISS). More information on the Special Education Monitoring can be found on the TEA website at <http://www.tea.state.tx.us/pmi/spedmon/>.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

I. Improvement Activities Completed

The improvement activities related to decreasing the rates of suspension and expulsion for students with disabilities are interrelated to several other indicators in the Annual Performance Report (APR) including:

- Indicator 1: Graduation Rate
- Indicator 5: Educational Environments, Ages 6-21
(placements in the least restrictive environment)

The data associated with the indicators above must be considered when addressing the suspension and expulsion indicator. Specific improvement activities related to these areas include all the activities listed in Indicator 1 (Graduation).

Spring 2007

Public Input and Information Meeting

The TEA and Education Service Centers hosted Public Input and Information Meetings throughout the state to collect qualitative data—people’s actual experiences with special education in Texas. Since the topics discussed at the public meetings are aligned to the indicators in the SPP/APR, the public meetings also serve to validate the quantitative data in the SPP/APR.

The following feedback related to Indicator 4 was collected at the public meetings for use in state and regional level continuous improvement:

- Considerations for providing more or improved training on discipline and suspension issues, including positive behavior supports, special education law, and compliance issues.
- Considerations for ensuring that an effective communication system is in place on every campus.
- Considerations for providing training across the board to reach a goal of consistent and thoughtful planning for the student.
- Consideration for ensuring that all schools develop a “team” approach to accomplish success for students.
- Considerations for developing a district-wide, systematic approach for training on the provision and implementation of positive behavior supports (PBS).
- Considerations for ensuring that schools are consistent in administering positive behavior supports and discipline measures.

The statewide summary report is posted on the TEA website at <http://www.tea.state.tx.us/special.ed/tcip/index.html>.

II. Explanation of Progress or Slippage

The percentage of districts with a significant discrepancy (4.7%) in the rates of suspension and expulsion for students with disabilities remains relatively the same from 2004-05 (baseline year) to 2006-07 (current reporting year). The Discipline/Behavior Management improvement group will convene in the spring 2008 to review discipline data and other factors that are contributing to the progress or slippage for this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:

I. Targets

No revision to the 0% target for FFY 2007.

II. Improvement Activities / Timelines / Resources

The improvement activities related to decreasing the rates of suspension and expulsion for students with disabilities are interrelated to several other indicators in the Annual Performance Report (APR) including:

- Indicator 1: Graduation Rate
- Indicator 5: Educational Environments, Ages 6-21
(placements in the least restrictive environment)

The data associated with the indicators above must be considered when addressing the suspension and expulsion indicator. Specific improvement activities related to these areas include all the activities listed in Indicator 1 (Graduation).

Improvement activities associated with this indicator will be ongoing through the 2010–2011 school year.

Part B State Annual Performance Report (APR) for 2006

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21:

- A. Inside the regular class 80% or more of the day
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

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

Measurement:

- | |
|---|
| <ul style="list-style-type: none"> A. Percent = [(# of children with IEPs inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100. B. Percent = [(# of children with IEPs inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100. C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100. |
|---|

FFY	Measurable and Rigorous Target
2006 (2006-07)	<ul style="list-style-type: none"> A. The percent of children with IEPs ages 6-21 inside the regular class 80% or more of the day will be equal to or greater than 55.66%. B. The percent of children with IEPs ages 6-21 inside the regular class less than 40% of the day will be equal to or less than 11.95%. C. The percent of children with IEPs ages 6-21 in separate schools, residential facilities, or homebound/hospital placements will be equal to or less than 1.27%.
2005 (2005-06)	<ul style="list-style-type: none"> A. The percent of children with IEPs ages 6-21 inside the regular class 80% or more of the day will increase by 1.1% above the baseline year's rate to 54.5% B. The percent of children with IEPs ages 6-21 inside the regular class less than 40% of the day will decrease by 0.48% below the baseline year's rate to 12.4% C. The percent of children with IEPs ages 6-21 in separate schools, residential facilities, or homebound/hospital placements will decrease by 0.06% below the baseline year's rate to 1.3%

Actual Target Data for FFY 2006:

Educational Environment, Students with Disabilities, ages 6-21

Educational Environments	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
A. Inside the regular class 80% or more of the day	252,110	53.34%	261,545	55.99%	266,881	58.90%
B. Inside the regular class less than 40% of the day	61,098	12.93%	58,920	12.61%	55,911	12.34%
C. In separate schools, residential facilities, or homebound/hospital placements	6,642	1.41%	5,937	1.27%	5,528	1.22%
D. Inside the regular class no more than 79% of day but no less than 40% of day	152,822	32.33%	140,767	30.13%	124,790	27.54%
Total Students, Aged 6-21	472,672	100.00%	467,169	100.00%	453,110	100.00%

Data Source: Annual Federal Data Report (Public Education Information Management System (PEIMS) Fall Snapshot)

Federal Definitions for Educational Environments, ages 6-21
with Texas PEIMS Instructional Arrangement Codes

Inside the regular class 80% or more of the day

Children with disabilities receiving special education and related services inside the regular class 80 percent or more of the school day.

- | | |
|---|--|
| 00 No Instructional Setting | 82 RCT, Resource room < 21% |
| 40 Mainstream | 91 Off Home Campus, Mainstream |
| 41 Resource room < 21% | 92 Off Home Campus, Resource room <21% |
| 81 Residential Care & Treatment (RCT), Mainstream | |

Inside regular class no more than 79% of day and no less than 40% percent of the day

Children with disabilities receiving special education and related services inside regular class no more than 79% of day and no less than 40% percent of the school day.

- | | |
|--|--|
| 42 Resource room at least 21% and less than 50% | 93 Off Home Campus and Resource room at least 21% and less than 50% |
| 43 Self-contained, regular campus at least 50% and no more than 60% | 94 Off Home Campus, Self-contained, regular campus at least 50% & no more than 60% |
| 83 RCT, Resource room at least 21% and less than 50% | |
| 84 RCT, Self-contained, regular campus at least 50% and no more than 60% | |

Inside regular class less than 40% of the day

Children with disabilities receiving special education and related services inside regular class less than 40 percent of the school day.

- | | |
|--|--|
| 08 Vocational Adjustment Class Program | 88 RCT, Vocational Adjustment Class/Program |
| 44 Self-contained, regular campus more than 60% | 95 Off Home Campus, Self-contained, regular campus more than 60% |
| 85 RCT, Self-contained, regular campus more than 60% | |

Separate school

Children with disabilities who received education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate schools.

- | | |
|-------------------------|-------------------------------------|
| 60 Nonpublic Day School | 96 Off Home Campus, Separate campus |
| 86 RCT, Separate campus | 97 Off Home Campus, Community class |
| 87 RCT, Community class | |

Residential Facility

Children with disabilities who received education programs and lived in public or private residential facilities during the school week. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities.

- 30 State School
- 50 Residential Nonpublic School Program
- 70 Texas School for the Blind and Visually Impaired
- 71 Texas School for the Deaf

Homebound/Hospital Placement

Children with disabilities who received education programs in homebound/hospital environment includes children with disabilities placed in and receiving special education and related services in: hospital programs, or homebound programs. This does not include children with disabilities whose parents have opted to home-school them and who receive special education at the public expense.

- 01 Home Bound
- 02 Hospital Class

Definitions for the PEIMS Instructional Arrangements are in the
Student Attendance Accounting Handbook located on the TEA website at
<http://www.tea.state.tx.us/school.finance/handbook/index.html>

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

I. Improvement Activities Completed

See **Access to General Curriculum** in the “Discussion of Improvement Activities...FFY 2006” section of Indicator 1: Graduation.

II. Explanation of Progress or Slippage

5A. The State exceeded the 55.55% target (58.90%).

5B. The State did not meet the 11.95% target (12.34%).

5C. The State exceeded the 1.27% target (1.22%).

Although the overall special education population in the state continues to decline, more students with disabilities are being served in the least restrictive environment and gaining more access to the general curriculum. The influence of No Child Left Behind (NCLB) Act requirements related to the participation and proficiency rates in the special education subgroup (Adequate Yearly Progress) cannot be underestimated. The development of resources linking curriculum and assessment, available on the Student Assessment Division web page at http://www.tea.state.tx.us/student_assessment/ has had a positive impact on the instruction provided students with disabilities in least restrictive environments.

The Access to General Curriculum improvement group will convene in the spring 2008 to review educational environment data and other factors that are contributing to the progress or slippage for this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:

I. Targets

No revision to the targets for FFY 2007:

- 5A = 56.66%
- 5B = 11.46%
- 5C = 1.20%

II. Improvement Activities /Timelines and Resources

See **Access to General Curriculum** in the “Improvement Activities/Timelines and Resources” section of Indicator 1: Graduation.

Improvement activities associated with this indicator will be ongoing through the 2010–2011 school year.

Part B State Annual Performance Report (APR) for 2006

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

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

Measurement: Percent = [(# of preschool children with IEPs who received special education services in settings with typically developing peers) divided by the (total # of preschool children with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2006	Baseline data and targets will be reported in the FFY 2007 APR in February 2009.

Overview of Issue/Description of System or Process:

Texas collects data on students with disabilities through the statewide general education Public Education Information Management System (PEIMS) and reports Educational Environment of Children with Disabilities, ages 3-5, to the U.S. Department of Education Office of Special Education Programs (OSEP) on the Annual Federal Data Report (AFDR) each spring.

In August 2007, the OSEP proposed changes to the reporting requirements for Educational Environment of Children with Disabilities, ages 3-5. One of the important proposed changes impacts children attending the Regular Early Childhood Program. The proposed reporting requirement classifies children into two subcategories:

- in the regular early childhood program classroom for a percentage of time (either “at least 80%,” “40% to 79%,” or “less than 40%”) with at least 70% nondisabled children
- in the regular early childhood program classroom for a percentage of time (either “at least 80%,” “40% to 79%,” or “less than 40%”) with between 50% and 69% nondisabled children

This proposal presents a significant change in which educational environment data for the preschool population is collected and reported at the local and state level.

The timeline for modifying the State’s data collection system, PEIMS, is set. The window of opportunity to start the modification process is narrow. It generally takes more than one year to make a change. This time frame allows outside stakeholders to have input on the changes, internal review panels to approve changes, third party vendors time to modify the systems that districts use to maintain data at the local level, and for Agency staff to work collaboratively with Education Service Center staff on technical assistance and training on the new reporting requirements.

Once the changes in the AFDR are approved, the State plans to modify its instructional arrangement coding and addresses its longstanding issue with reporting approximately 50% of its preschool population

with “no instructional setting” at the state level. This is a barrier in providing the true picture of preschool least restrictive environment (LRE) in the state. Currently, the State reports these students as “service provider location” on the AFDR.

Current definitions for the PEIMS Instructional Arrangements are in the *Student Attendance Accounting Handbook* located on the TEA website at <http://www.tea.state.tx.us/school.finance/handbook/index.html>

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

I. Improvement Activities Completed:

Preschool Least Restrictive Environment Initiative

The Preschool Least Restrictive Environment Initiative (PLRE) is designed to assist participating districts in assessing and improving the quality of educational programming for preschool children with disabilities in the least restrictive environment. In Year 5, the Network looked at the data of preschool students who receive some special education service, such as speech therapy, but an instructional setting code is not appropriate. These students are coded 00 in the Public Education Information Management System but the code does not accurately reflect where the student actually receives services. The Initiative is designed to examine ways to best serve these students. The PLRE Initiative completed the following activities for 2006-07:

- Assisted districts in assessing their current preschool practices for children with disabilities
- Worked with districts in reviewing their data to increase the number of preschool students in the least restrictive environment
- Provided technical assistance and training to increase the continuum of placement options for preschool students with disabilities
- Provided technical assistance and training to improve the quality of services and collaboration with other service providers, i.e., childcare centers, Head Start, parents, etc.

The process utilized for each individual district PLRE initiative encompasses the following phases: data collection and self-analysis, data analysis, determination of potential solutions and the development of an action plan.

II. Explanation of Progress or Slippage

Not required (no data reported)

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:

I. Targets

Baseline data and targets will be reported in the FFY 2007 APR in February 2009.

II Improvement Activities / Timelines / Resources

Access to General Curriculum (Preschool LRE)

Early Childhood Special Education Network

The Early Childhood Special Education network consists of members from the 20 Regional Education Service Centers. The network ensures that ongoing communication among ESCs about state-level needs assessment processes and planning, as well as implementing and evaluating statewide activities occur. The network will continue to serve as a source of guidance, leadership, and resource for the continued improvement of services for preschool students with disabilities. The network members provide a variety of training, technical assistance, and support for preschool educators. This includes, but

is not limited to, curriculum development, teaching strategies, and specialized instruction. Each ESC conducts a needs assessment process to determine the specific needs within their region.

Improvement Activities to be carried out by the ESCs for 2007–08 will include:

Activity	Timeline	Status
Assist districts in assessing their current preschool practices, including continuum of placement options, for children with disabilities	Sept 07 – June 08	Continuing
Work with districts to review their data to determine strategies that will increase the number of preschool students served in the least restrictive environment	Sept 07 – June 08	Continuing
Provide technical assistance and training to increase the continuum of placement options available for preschool students with disabilities	Sept 07 – June 08	Continuing
Provide technical assistance and training to improve the quality of services and collaboration with other service providers, i.e., childcare centers, Head Start, parents, etc.	Sept 07 – June 08	Continuing
Provide technical assistance and training on creating partnerships in order to increase the continuum of placement options	Sept 07 – June 08	New

These Preschool LRE improvement activities will be ongoing through the 2010-2011 school year.

Part B State Annual Performance Report (APR) for 2006

Monitoring Priority: Disproportionality
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Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

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

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.
--

FFY	Measurable and Rigorous Target
2006 (2006-07)	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2005 (2005-06)	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Process for identifying districts with disproportionate representation of racial and ethnic groups in special education

The State relies on two data sources: Performance Based Monitoring Analysis System (PBMAS) and the State Performance Plan (SPP), specifically the following indicators, to identify districts with disproportionate representation:

- PBMAS Indicator #15: SPED African American Representation
potential disproportion of African American students in special education
- PBMAS Indicator #16: SPED Hispanic Representation
potential disproportion of Hispanic students in special education
- SPP Indicator #9: Disproportionality (Program)
Disproportionality of racial and ethnic groups (African American, Asian, Hispanic, Native American, White) in the special education program
- SPP Indicator #10: Disproportionality (Specific Disability)
Disproportionality of racial and ethnic groups (African American, Asian, Hispanic, Native American, White) by certain disabilities: Autism (AU), Emotional Disturbance (ED), Learning Disability (LD), Mental Retardation (MR), Other Health Impaired (OHI), Speech Impairment (SI)

Specific methodologies for these indicators are referenced in the appendices of the FFY 2006 APR Submission. Information about the Performance-Based Monitoring Analysis System is available on the TEA website at <http://www.tea.state.tx.us/pmi/spedmon/>.

Process Used to Determine Disproportionate Representation

The table below displays the conditions that must be met by indicator in order for a district to be identified as having an issue with disproportionate representation. A district meeting any one or combination of the conditions in the table below will be included in the group of districts identified as having an issue with disproportionate representation.

Indicators	Condition
PBMAS Indicator #15 SPED African American Representation	Performance Level = 2, 2SA, 3, 3SA
PBMAS Indicator #16 SPED Hispanic Representation	Performance Level = 2, 2SA, 3, 3SA
SPP Indicator 9 Disproportionality of racial and ethnic groups (African American, Asian, Hispanic, Native American, White) in the special education program	Cut point \geq 2.99
SPP Indicator 10 Disproportionality of racial and ethnic groups (African American, Asian, Hispanic, Native American, White) by certain disabilities: <ul style="list-style-type: none"> • Autism (AU) • Emotional Disturbance (ED) • Learning Disability (LD) • Mental Retardation (MR) • Other Health Impaired (OHI) • Speech Impairment (SI) 	Cut point \geq 7.94 Cut point \geq 16.53 Cut point \geq 5.14 Cut point \geq 8.12 Cut point \geq 7.13 Cut point \geq 5.94

SA = Special Analysis

Identification and Notification of Districts

In November 2007, the TEA, using the process described above, identified 300 districts as having a potential issue with disproportionate representation that is the result of inappropriate identification. The chart below depicts the distribution of districts by how they were identified (e.g. "PBM15" or "PBM16" means the district had a performance level of 2, 2SA, 3, or 3SA, "SPP10" means the district exceeded one or more of the cut points, etc.).

Indicators	Districts
PBM15	162
PBM16	80
SPP10	21
PBM15+SPP10	9
PBM15+SPP9&10	5
SPP9&10	5
PBM15&16	4
PBM16+SPP10	4
PBM15+SPP9	3
SPP9	3
PBM16+SPP9	2
PBM15&16+SPP9&10	1
PBM16+SPP9&10	1
Total	300

Of the 300 districts, the 55 districts had issues related to SPP Indicator 9 and/or 10:

Indicator 9	Districts	Indicator 10	Districts	Indicator 9 &10	Districts
PBM15+SPP9	3	SPP10	22	SPP9&10	5
SPP9	3	PBM15+SPP10	9	PBM15+SPP9&10	5
PBM16+SPP9	2	PBM16+SPP10	4	PBM15&16+SPP9&10	1
Total	8	Total	35	PBM16+SPP9&10	1
				Total	12

Identified districts were notified, required to conduct a self assessment, and report to the TEA whether or not the district's disproportionate representation was the result of inappropriate identification. Districts could use the self-assessment checklist developed by the State available on the TEA website at <http://www.tea.state.tx.us/special.ed/guidance/disprop/checklist.doc>. This document is intended to assist schools with conducting a disproportionate representation self-assessment. The probes within the document will assist district teams in determining disproportionate representation status and discussing issues related to disproportionate representation due to inappropriate identification of students for special education as schools move forward in resolving any concerns.

Of the 300 districts reported on page 52, two districts, identified through the Performance Based Monitoring Analysis System (PBMAS, reported that their disproportionate representation was the result of inappropriate identification.

In February 2008, the Agency will provide written notification of the findings of noncompliance. The districts will be required to show evidence of correction of the noncompliance as soon as possible but not later than one year after the notification. In addition, if the district revises policies and procedures related to identification practices, the district will be required to report those revisions to the public, in accordance with federal regulations.

Information about disproportionate representation can be found on the TEA website at <http://www.tea.state.tx.us/special.ed/guidance/disprop/disprop.html>

Actual Target Data for FFY 2006:

	2005-06	2005-06
a. # of districts with disproportionate representation that is the result of inappropriate identification	25	2
b. Total districts	1242	1237
Calculation: $a / b * 100$	2.0%	0.16%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:**I. Improvement Activities Completed**

The improvement activities related to decreasing the rates of suspension and expulsion for students with disabilities are interrelated to several other indicators in the Annual Performance Report (APR) including:

- Indicator 1: Graduation Rate
- Indicator 5: Educational Environments, Ages 6-21 (placements in the least restrictive environment)

The data associated with the indicators above must be considered when addressing the suspension and expulsion indicator. Specific improvement activities related to these areas include all the activities listed in Indicator 1 (Graduation).

Spring 2007**Public Input and Information Meeting**

The TEA and Education Service Centers hosted Public Input and Information Meetings throughout the state to collect qualitative data—people’s actual experiences with special education in Texas. Since the topics discussed at the public meetings are aligned to the indicators in the SPP/APR, the public meetings also serve to validate the quantitative data in the SPP/APR.

The following feedback related to Indicators 9 and 10 was collected at the public meetings for use in state and regional level continuous improvement:

- Considerations for providing professional development on special education policies, procedures, and related issues to ensure that staff are knowledgeable about the admission, review, and dismissal (ARD) process and continuum of placements.
- Considerations for developing strategies to ensure that staff are knowledgeable about the ARD process and the continuum of placements.
- Considerations on training issues related to parent participation in the decision-making process (developing training for school personnel and parents on special education policies, procedures, and related issues).
- Considerations for a comprehensive training approach to cultural issues (developing training on cultural issues for school personnel, parents, and students).
- Considerations for a comprehensive training approach to cultural issues to ensure evaluation personnel receive appropriate training on cultural and linguistic issues related to evaluation.

- Considerations for a comprehensive training approach to cultural issues to ensure the impact of cultural and linguistic issues on learning is incorporated appropriately into the development of district workshops and training activities.
- Considerations for a cultural awareness issues in staffing and program decisions to ensure cultures are represented within their enrollment to ensure awareness of all students' cultural and linguistic needs.

The statewide summary report is posted on the TEA website at <http://www.tea.state.tx.us/special.ed/tcip/index.html>.

Education Service Center (ESC) Activities related to Disproportionate Representation

Types of training and technical assistance ESCs have provided to districts with performance levels of 3 in either Performance Based Monitoring Analysis (PBMAS) indicators 15 (potential disproportionate representation of African American students in Special Education) and 16 (potential disproportionate representation of Hispanic students in Special Education).

Training

- Bilingual issues related to the identification of students for speech services
- Data analysis and improvement planning in regards to both the SPP and PBMAS Indicators
- Addressing disproportionate representation through Response to Intervention (RtI), Positive Behavior Supports (PBS), Co-teaching, Differentiated Instruction, etc.

Technical Assistance

- Technical assistance by telephone to answer questions about the SPP and PBMAS Indicators
- On-site visits and recommendations for improvement
- Assistance with data analysis and continuous improvement planning

Types of training and technical assistance ESCs have provided to districts on appropriate identification of students in special education.

Trainings

- Trainings for evaluation personnel on the appropriate evaluation for students who are culturally and linguistically diverse, best practices in assessment for full and individual evaluations (FIE), cross-battery assessments, and new diagnosticians information
- Speech Language Pathologist (SLP) Summer Institute—Bilingual Issues in Speech Therapy Services
- Implementing Response to Intervention (RtI) / Positive Behavior Supports (PBS)
- Data analysis
- Use of the Legal Framework (Evaluation Framework)
- Multicultural Diverse Learners (MCDL) and Access to General Curriculum (AGC) Modules

Technical Assistance

- Data analysis and improvement planning in regards to both the SPP and PBMAS Indicators
- Technical assistance via emails, telephone calls, and on-site meetings
- Provided/loaned/reviewed test instruments—administration and interpretation of test results
- Trainings on intervention strategies such as effective teaching, differentiated instruction, RtI, PBS, preparing for grade level testing, autism, use of Early Intervening Services (EIS) funds, etc.
- Child Find and use of the Legal Framework

Coordinated activities with the Statewide Leadership/Networks (AGC/Region 20, Evaluation/Region 12, and/or MCDL/Region 1) in providing training and technical assistance on issues related to disproportionate representation based on inappropriate identification of students in special education.

- Appropriate information shared with districts through monthly directors' meetings, weekly mail outs, emails, and on-site meetings
- Trainer of Trainer (TOT) modules for disproportionate identification of special education students
- Related agenda items at Statewide Evaluation Project (SWEPE) Conference
- Multicultural Statewide Training, Developing Cultural Proficiency Modules Responding to Parental Requests for Evaluation flowchart—developed and posted to website

II. Explanation of Progress or Slippage

As a result of reviewing their evaluation procedures, the number of districts with disproportionate representation that is the result of inappropriate identification is low. In addition, the criteria for determining which districts were required to perform a self assessment changed from the previous year's submission. Although the number of districts identified in FFY 2006 is lower, progress cannot be ascertained at this time for that reason.

In reviewing the data, the State understands that the process used in 2007 involved a broad look and will be discussing other methods to refine this process. The State believes that there are issues related to disproportionate representation but are not the result of inappropriate identification. Therefore, the TEA has awarded one of the ESCs leadership responsibilities for working with the State in this priority area of continuous improvement.

FFY 2005 APR Update

In 2005-06, the State reported that 25 districts (indicator 9) and 81 districts (indicator 10) were identified as having a potential issue concerning disproportionate representation. After reviewing guidance on disproportionate representation issued by OSEP in the spring 2007, it was clear that the State had only conducted half of the process of identifying districts to report in Indicators 9 and 10. In addition, the State reviewed its methodologies and discovered that its methodologies encompassed ages 3-21 instead of the prescribed 6-21. By this time, the 2006-07 data were available for analysis. The State moved forward and developed the current process for identifying districts with disproportionate representation which uses two indicators from the Performance Based Monitoring Analysis System (PBMAS) as well as the two indicators in the State Performance Plan. The decision to include the PBMAS Indicators in the selection process was based on leveraging the integrity of the revised methodologies for the PBMAS Indicators. The inclusion of the PBMAS Indicators resulted in approximately 25% of the 1,237 districts in the state were required to conduct a self assessment and report back to the TEA whether or not the district's disproportionate representation was the result of inappropriate identification.

Activities related to strengthening the SPP Indicator methodologies are described in "Improvement Activities." The State's timeline for identifying districts with potential issues with disproportionate representation will start each fall in order to meet the February 1 dead in the SPP/APR.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:

I. Targets

No revision. This is an indicator with a 0% compliance target.

II. Improvement Activities /Timelines and Resources

The improvement activities related to decreasing the rates of suspension and expulsion for students with disabilities are interrelated to several other indicators in the Annual Performance Report (APR) including:

- Indicator 1: Graduation Rate
- Indicator 5: Educational Environments, Ages 6-21
(placements in the least restrictive environment)

The data associated with the indicators above must be considered when addressing the suspension and expulsion indicator. Specific improvement activities related to these areas include all the activities listed in Indicator 1 (Graduation).

Texas Initiative for Disproportionate Representation in Special Education

The TEA will select an ESC to serve as the State Lead for the Texas Initiative for Disproportionate Representation in Special Education. The ESC will work in conjunction with the TEA to determine, establish, and maintain the initiative. The initiative will provide for the research, technical assistance, and advisement to the state regarding disproportionate representation in special education programs. The ESC will collaborate with a network of the 20 ESCs in carrying out this initiative.

A stakeholder group will meet in December 2007 for the purpose of providing advisement regarding the data and formula used to determine disproportionate representation. Recommendations will be gathered from the stakeholder group which will include parents, superintendents, principals, special education directors, ESCs, and the Division of Performance Based Monitoring of TEA. Guidance related to Disproportionate Representation can be found on the TEA website at <http://www.tea.state.tx.us/special.ed/guidance/disprop.html> .

Improvement activities for 2007-2008 will include:

Activity	Timeline	Status
<ul style="list-style-type: none"> • Conduct ongoing research of current strategies, trainings, and information related to addressing disproportionate representation in special education programs at a national and state level. 	Fall 07	New
<ul style="list-style-type: none"> • Study issues, trends, and information related to disproportionate representation in Texas districts. 	Fall 07	New
<ul style="list-style-type: none"> • Develop and maintain resource guide for use by districts, schools, and programs 	Fall 07	New
<ul style="list-style-type: none"> • Study current methodologies for reviewing statewide and regional placement data and provide ongoing advisement related to improvement 	Fall 07	New
<ul style="list-style-type: none"> • Study current data from the Performance Based Monitoring Analysis System related to disproportionate representation and the interface with SPP/APR data 	Fall 07	New
<ul style="list-style-type: none"> • Develop and maintain a website which will include the "State of the State" Annual Analysis Report. Current state data and information related to disproportionate representation and significant disproportionate representation as well as current research related to strategies, technical assistance, and information will be featured on the website. Recommended practices, state/national organizations, state/national conferences, and a resource library will be contained here, also 	Spring 08	New

Improvement activities associated with this indicator will be ongoing through the 2010-2011 school year.

Part B State Annual Performance Report (APR) for 2006

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

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

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

FFY	Measurable and Rigorous Target
2006 (2006-07)	0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2005 (2005-06)	0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Actual Target Data for FFY 2006:

See Indicator 9

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

I. Improvement Activities Completed

See Indicator 9

II. Explanation of Progress or Slippage

See Indicator 9

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:

I. Targets

No revision. This is an indicator with a 0% compliance target.

II. Improvement Activities /Timelines and Resources

See Indicator 9

Part B State Annual Performance Report (APR) for 2006

Monitoring Priority: Effective General Supervision Part B / General Supervision
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Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

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

<p>Measurement:</p> <p>Percent of noncompliance corrected within one year of identification:</p> <ul style="list-style-type: none"> a. # of findings of noncompliance b. # of corrections completed as soon as possible but in no case later than one year from identification. <p>Percent = [(b) divided by (a)] times 100.</p> <p>For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.</p>

FFY	Measurable and Rigorous Target
2006 (2006-07)	100% compliance with requirement for correction of noncompliance within one year of identification.
2005 (2005-06)	100% compliance with requirement for correction of noncompliance within one year of identification.

Federal Definitions for Indicator 15:

CORRECTION OF NONCOMPLIANCE: The State requires the local education agency (LEA) to revise any noncompliant policies, procedures and/or practices and the State verifies through follow-up review of data, other documentation and/or interviews that the noncompliant policies, procedures and/or practices have been revised and the noncompliance has been corrected. The State should notify the LEA in writing that the noncompliance is corrected. For purposes of the SPP/APR reporting, timely correction occurs when noncompliance is corrected as soon as possible but no later than one year from the identification of noncompliance.

ENFORCEMENT ACTIONS: Actions taken by the State education agency or Lead Agency against an LEA that has not corrected noncompliance within one year from its identification and that are designed to promptly bring the LEA into compliance.

FINDING: A written conclusion that includes the citation of the regulation/requirement and a description of the quantitative and/or qualitative data supporting a decision of compliance or noncompliance with that regulation/requirement.

IDENTIFICATION OF NONCOMPLIANCE: The one-year correction timeline should be counted from when the State notifies the LEA in writing of the noncompliant policies, procedures, or practices. Notification of findings needs to occur as soon as possible after the State concludes that the LEA has noncompliance.

MONITORING: Activities or actions conducted to determine the functioning of a program or services compared to what is required by a regulation or requirement for the purpose of accountability.

Actual Target Data for FFY 2006:

Findings of Noncompliance

	2005-06*	2006-07**
a. # of findings of noncompliance	234	774
b. # of corrections completed as soon as possible but in no case later than one year from identification	222	705
Calculation: $a / b * 100$	94.8%	91.1%

Source | Texas Education Agency, State Supervision Data

*2005-06 data limited to findings of noncompliance identified by the State's Performance-Based monitoring system

**2006-07 data includes findings of noncompliance identified by the State's Performance-Based monitoring system, complaints resolution and due process hearing processes.

Note on Reporting Findings

In reporting in the SPP/APR, a State should group individual instances in a local educational agency (LEA) involving the same legal requirement or standard together as one finding (except for findings identified through State complaints and due process hearings). For example, 30 student records are examined to determine whether initial evaluations were completed within the State established timeline, as required by 34 CFR §300.301(c). In ten of the records, the evaluation was completed beyond the State-established timeline. This would represent one finding of noncompliance under §300.301(c). Similarly, a finding identified through multiple components or from multiple sources should be counted once (except for findings identified through State complaints and due process hearings).

An LEA would have multiple findings of noncompliance for the same time period if the LEA is noncompliant with more than one legal requirement or standard. In this case, the total number of these findings of noncompliance (i.e., legal requirements or standards violated) should be reported rather than reporting that the LEA or the EIS program is noncompliant. Therefore, if there were six requirements for which the LEA or the EIS program had noncompliance, this should be reported as six findings.

Note on District Noncompliance Identified in Data Collection Related to SPP Indicator 13

The State gathered data from the 14 districts with an average daily membership of over 50,000. As a result of this data collection, noncompliance was identified in all 14 of the districts.

Due to the delays in completing the data collection system for indicator 13, the data for 2006-2007 was not collected until early in the 2007-2008 school year. As a result of this timeline, the noncompliance has just been identified and is not included in the *Disaggregated Findings of Noncompliance, 2006-07* table in this indicator.

The Agency will contact these districts in February 2008 regarding the correction of this noncompliance. Three of these districts are already in an intervention stage of the monitoring system and will add this finding of noncompliance to their Continuous Improvement Plan (CIP). Eleven of the districts will be instructed to develop a CIP to address and correct the noncompliance.

Actual Target Data for FFY 2006:

Disaggregated Findings of Noncompliance, 2006-07

	SPP Indicators	Function	Total # of Findings	# Corrected Within Year	# Corrected Beyond Year	# Continuing Noncompliance
Cluster 1	1. Percent of youth with IEPs graduating from high school with a regular diploma.	Monitoring	2	1	1	0
	2. Percent of youth with IEPs dropping out of high school					
	13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Complaints	1	1	0	0
	14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	Due Process	0	0	0	0
Cluster 2	4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year	Monitoring	7	4	0	3
	9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Complaints	1	1	0	0
	10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Due Process	0	0	0	0
Cluster 4	8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring	25	21	1	3
	11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Complaints	0	0	0	0
		Due Process	3	3	0	0
Cluster 5/6	6. Percent of preschool children ages 3 through 5 – early childhood placement.	Monitoring	1	1	0	0
	7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Complaints	0	0	0	0
	12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Due Process	0	0	0	0
Cluster 7	3. Participation and performance of children with disabilities on statewide assessments.	Monitoring	15	13	1	1
	5. Percent of children with IEPs ages 6 through 21 -educational placements.	Complaints	11	11	0	0
		Due Process	2	2	0	0
		Totals	68	58	3	7

Disaggregated Findings of Noncompliance, 2006-07

Other noncompliance findings that are not related to SPP/APR indicators	Total # of Findings	# Corrected Within Year	# Corrected Beyond Year	# Continuing Noncompliance
1. Evaluations are selected and administered with appropriate procedures to provide a comprehensive evaluation.	10	8	2	0
2. FAPE, IEP not calculated to provide educational benefit.	23	22	0	1
3. IEP is not implemented as written.	146	126	10	10
4. Provision of ESY services.	6	5	1	0
5. Surrogate Parent.	3	3	0	0
6. IEP team memberships, not including parent participation.	12	12	0	0
7. Monitoring/Reporting Student Progress.	15	15	0	0
8. Confidentiality/destruction/access of/to student records.	6	6	0	0
9. Use of Restraint/time out.	10	9	1	0
10. Notice of intent or refusal to implement service.	12	11	1	0
11. Convening IEP team meetings.	42	37	3	2
12. Access to extracurricular/non academic activities.	33	33	0	0
13. Child find.	11	11	0	0
14. Amendment of student record.	1	1	0	0
15. Student records transfer.	1	1	0	0
16. Provision of services in private schools.	8	8	0	0
17. Provision of services by certified personnel.	32	26	1	5
18. Transcripts development and upkeep.	1	1	0	0
19. Corrective action enforcement.	2	2	0	0
20. Copies of IEPs to teachers.	5	5	0	0
21. Expenditure of Part B Funds.	1	1	0	0
22. Protections for students suspected of having a disability.	2	2	0	0
23. Transfer of rights to students.	1	1	0	0
24. IEPs that did not have all required components appropriately documented.	39	36	2	1
25. Reevaluation determinations completed in a timely manner.	20	18	0	2
26. Parents are afforded the opportunity for meaningful participation in the eligibility determination and the development of the IEP.	28	27	1	0
27. Eligibility determinations have appropriate documentation.	16	14	1	1
28. Systems have comprehensive system of professional development for the support of students with disabilities.	1	1	0	0
29. Pattern of Service: Related Services, Homebound, and Extended School Year (ESY) Services.	193	184	3	6
30. Frequency/Duration of Services.	23	19	1	3
31. Personal Graduation Plan.	2	2	0	0
32. Required Documents not in Eligibility Folder.	1	0	1	0
Totals	706	647	28	31
Combined Total for SPP Indicators and Non SPP Indicators	774	705	31	38
% Corrected within Year	91.1			

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

I. Improvement Activities Completed

Monitoring Activities, 2006-07

As part of the 2006-07 special education monitoring process, all districts were evaluated through the Performance-Based Monitoring Analysis System (PBMAS). 726 districts received ratings that placed them into one of five stages of intervention. Information on the 2006-07 stages of intervention is available at <http://www.tea.state.tx.us/pmi/spedmon/2007>. Depending on the stage of intervention, districts were required to engage in various self-evaluation activities to focus on improving results for students with disabilities and to facilitate continuous feedback and use of information to support continuous improvement.

Stage of Intervention	# of Districts
1A	466
1B	184
2	35
3	23
4	18
Total	726

Each district in Stage 1B, 2, and 3 intervention was required to submit its self-evaluation data and a continuous improvement plan (CIP) to the TEA. The CIP was developed to incorporate the district's plans, based on the findings from all required intervention activities, to improve results for students with disabilities and to correct any instances of identified noncompliance. TEA representatives reviewed all documents submitted by districts, including the CIP. Follow-up activities were conducted with districts throughout the year to verify CIP implementation.

Agency Action Related to Uncorrected Noncompliance in Monitoring

Types of Intervention <i>Based on 19 Texas Administrative Code (TAC) §89.1076</i>	Districts with Continuing Noncompliance for the period of October 1, 2005 through October 1, 2006	Further Action of TEA
Special Purpose Conservator* assigned Fall 2007	2 Districts 6 Findings	Agency staff receive monthly reports and have ongoing communication with special purpose conservator to verify correction of noncompliance as well as improvement on program effectiveness.
Special Purpose Monitor** assigned Fall 2007	2 Districts 9 Findings	Agency staff receive monthly reports and have ongoing communication with special purpose monitor to verify corrections of noncompliance as well as improvement on program effectiveness.
Focused Technical Assistance Team*** assigned Fall 2007	1 District 1 Finding	Agency staff receive monthly reports and have ongoing communication with focused technical assistance team to verify corrections of noncompliance as well as improvement on program effectiveness.
On-site investigations were conducted during Spring and Fall 2007	5 Districts 7 Findings	Agency staff will follow-up monthly by phone and email with districts regarding data submissions to verify correction of noncompliance issues.
On-site investigation will be conducted during Spring 2008	9 Districts 15 Findings	Agency staff will follow-up monthly by phone and email with districts regarding data submissions to verify correction of noncompliance issues.

* **Special Purpose Conservator** is assigned when the nature or duration of the deficiencies require that the TEA **directly** oversee the operations of the district in the area(s) of deficiency, the district has not been responsive to or compliant with TEA intervention requirements, and/or such intervention is needed to prevent substantial or imminent harm to the welfare of the district's students or to the public interest.

** **Special Purpose Monitor** is assigned when the deficiencies of a district require a monitor to participate in and report to the Commissioner of Education on the activities of the district's board of trustees and superintendent, the deficiencies are not of such severity or duration as to require direct TEA oversight of district operation, and the district has been responsive to and generally compliant with previous sanctions and TEA interventions

*** **Focused Technical Assistance Team** is assigned when a district requires technical assistance to understand the deficiencies and develop strategies for making corrections, and the district is responsive to receiving such assistance.

FFY 2005 APR Update

Noncompliance Identified by the State at Texas Youth Commission (TYC) Facilities

On October 10, 2007, the TYC submitted information to verify that they had secured speech therapists to provide services to students at all of their facilities. Evidence was also submitted documenting that all students who had been without speech therapy services had been provided compensatory services. Follow-up was conducted with TYC staff on January 4, 2008, to ensure that providers were still in place at these facilities. This issue of noncompliance has been verified as corrected.

FFY 2005 APR Update

Report on Continuing Noncompliance

Six districts were reported in the FFY 2005 APR that had not corrected the issues of noncompliance regarding provision of services consistent with IEPs in providing access to commensurate school day, facilities, services and environments.

TEA was able to verify correction for three of the districts. Additional sanctions were imposed on the other three districts. Two of the districts have been assigned a special purpose monitor and one has been assigned a special purpose conservator.

During the 2006-07 year, TEA engaged in various activities to improve the monitoring system:

- Stage 4 Intervention was initiated. 18 districts were identified for review based upon their historical data and ongoing student performance and program effectiveness concerns as reflected in the PBMAS and PBM system. On-site reviews were conducted in these districts to examine the origins of the district's continuing low performance and/or program effectiveness concerns. A longitudinal study of each district's data over a period of time determined the focus and activities of the review. The goal of Stage 4 Intervention was to assist the district in developing and implementing more effective CIP improvement activities, leading to improved performance and program effectiveness. Information concerning Stage 4 intervention is available at <http://www.tea.state.tx.us/pmi/spedmon/2007/onsite.html>.
- Training on the PBMAS and PBM intervention stages was conducted for districts and Education Service Centers (ESCs) through Texas Education Telecommunications Network (TETN) presentations, conferences, etc.
- Guidance documents for the various stages of interventions were enhanced to assist districts throughout the intervention process.
- Data validation and verification reviews were conducted with six randomly selected districts to verify the 2005-2006 PBM system and process. For those districts who had noncompliance identified or were unable to have the PBM process validated, revised CIPs were submitted to address these issues.

- A focus group, composed of representatives from districts and ESCs, was held January 31 and February 1, 2007, to study the effectiveness of the PBM system and make recommendations for improvement. Recommendations from the group resulted in two pilot studies for a number of randomly selected districts being conducted during the 2007-08 year concerning intervention activities.
- Districts and ESCs had an opportunity to participate in an annual survey related to the PBM system, which was utilized to make improvements to the system. Stakeholders also provided public comment on the PBMAS through the official TEA rules adoption process.
- The TEA consulted and collaborated with the Texas School for the Deaf (TSD) and the Texas School for the Blind and Visually Impaired (TSBVI) to develop and implement a system for monitoring the performance and effectiveness of each school's program. An on-site monitoring review was conducted at the TSD.

II. Explanation of Progress or Slippage

In the FFY 2005 APR, the State reported 333 findings of noncompliance from the monitoring system, with a 94.6% correction of noncompliance within 1 year of identification. In the FFY 2006 APR, the state has combined the reporting of the State Supervision Data (see *Disaggregated Findings of Noncompliance, 2006-07*). This includes data related to findings of noncompliance and the correction timelines across the State Supervision functions which includes the complaints resolution process, mediation, due process hearings, and the monitoring system. The combined number of findings of noncompliance across the functions and related to SPP indicators and non SPP indicators reported is 774 with 44 findings of continuing noncompliance. This results in a 91.1% correction of noncompliance with 1 year of identification. The 44 findings of uncorrected noncompliance are all in the monitoring function. The State believes this is based on the more systemic nature of noncompliance findings identified through the monitoring system. The slippage in the State's performance is attributed to challenges and concerns related to the management of the follow-up with districts with findings of noncompliance.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:

I. Targets

No revision. This is an indicator with a 100% compliance target.

II. Improvement Activities / Timelines / Resources

During the 2007-08 year, TEA will engage in various activities to improve the monitoring system.

- Increase the number of program specialists to conduct reviews and follow-up contacts with districts to ensure districts are contacted on a monthly basis. (September 2007)
- Develop and implement written procedures for follow-up with noncompliant districts to ensure consistency in ongoing communication. (September 2007)
- Develop and implement written procedures for verification of correction of identified noncompliance to ensure consistency in requesting and reviewing documentation for correction. (September 2007)
- Training will be delivered to monitoring staff in unit meetings on new procedures regarding follow-up and verification of correction of identified noncompliance to increase staff understanding of the need for districts to correct noncompliance as soon as possible but no later than one year from identification. (September 2007)
- Unit managers will conduct monthly reviews with monitoring staff to discuss the ongoing status of noncompliant districts to ensure the implementation of follow-up activities. (September 2007)

- Monthly follow-up (conference calls and emails) with districts to discuss issues of noncompliance and request for verification of correction will be conducted to heighten the awareness of the district in correcting the issue(s) of noncompliance as soon as possible, but in no case longer than one year. (September 2007)
- Monitoring staff will discuss with the district the possibility of sanctions that may occur if corrections are not made within the one year timeline. (September 2007)
- The Agency's internal State Supervision Committee will review all of the information in the *Disaggregated Findings of Noncompliance, 2006-07* table. This committee will analyze the findings to determine systemic concerns and formulate strategies to address these concerns in the state. This information will be discussed with the state's Continuing Advisory Committee and the State Supervision Improvement Committee. (February and June 2008)

All of the improvement activities associated with this indicator will be ongoing through the 2010–2011 school year.

Part B State Annual Performance Report (APR) for 2006

Monitoring Priority: Effective General Supervision Part B / General Supervision
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Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

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

Measurement: Percent = $[(1.1(b) + 1.1(c)) \text{ divided by } 1.1] \text{ times } 100.$

FFY	Measurable and Rigorous Target
2006	100% of complaints with reports issued are resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
2005	100% of complaints with reports issued are resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

Actual Target Data for FFY 2006:

Complaint Investigation Timeline

	2004-05	2005-06	2006-07
(1) Signed, written complaints total	485	451	450
(1.1) Complaints with reports issued	183	204	171
(a) Reports with findings	129	156	114
(b) Reports within timeline	14	175	166
(c) Reports within extended timelines	0	28	5
Calculation: $[(1.1(b) + 1.1(c)) / 1.1 * 100$	7.6%	99.5%	100%

Source | Texas Education Agency, State Supervision Data

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

I. Improvement Activities Completed

The improvement activities related to an effective general supervision system are interrelated to several other indicators in the State Performance Plan (SPP) including:

- Indicator 15: Effective General Supervision
- Indicator 17: Due Process Hearing Timeline
- Indicator 18: Resolution Session
- Indicator 19: Mediation Agreements

The data associated with the indicators above must be considered when addressing the complaints timeline indicator.

Continuous improvement activities accomplished for this indicator include:

- Continued review and revision to the special education complaint resolution procedures as needed in order to ensure a neutral, consistent, and responsive process;
- Management of complaint timelines to ensure signed, written complaints will be resolved within the 60-calendar day timeline or within a timeline extended for exceptional circumstances with respect to a particular complaint;
- Continued refinement of complaint processes related to the development of investigative reports, correspondence with complaint parties, and follow-up on corrective actions associated with complaints;
- Staff members within the IDEA Coordination Division of the TEA attended trainings associated with facilitating admission, review, and dismissal (ARD) committee meetings. This information is being used to train staff at education service centers (ESCs) in an effort to enhance their technical assistance to local education agencies and to complainants in resolving and preventing disputes;
- The TEA is sponsoring a pilot project through the ESCs with regard to a statewide effort to provide facilitated ARD committee meetings to local education agencies in order to assist in local dispute resolution;
- Representatives of the Division of IDEA Coordination and the Division of Legal Services participated in facilitated audio conferences with the Consortium for Appropriate Dispute Resolution In Special Education (CADRE), hosted by the Southeast Regional Resource Center (SERRC), in order to obtain technical assistance for improving dispute resolution systems in Texas;
- Representatives of the Division of IDEA Coordination and the Division of Legal Services participated in a State-to-Region Forum and Network, hosted by SERRC, in order to obtain technical assistance for improving dispute resolution systems in Texas;
- Representatives of the Division of IDEA Coordination and the Division of Legal Services participated in the 2006 Jobsalike Conference sponsored by the SERRC and by the CADRE project as a means of reviewing and discussing policies and procedures and common issues with other State's special education complaints teams that arise with regard to special education complaints; and
- Representatives of the Division of IDEA Coordination and the Division of Legal Services participated in audio-conference calls, hosted by the SERRC, with expert consultants regarding the policies, procedures, and practices in Texas with regard to dispute resolution systems to obtain feedback on specific issues and on the special education complaints policies, procedures, and practices as a whole in order to better refine the special education complaints system in Texas.
- In order to disseminate information regarding the State's special education complaints resolution policies and procedures, the Agency has participated in the following:
 - TEA Division of IDEA Coordination staff members have conducted information sharing with the ESCs by providing data from the 2006-2007 school year related to special education complaints, due process hearings, and mediations. The data will be utilized by the ESCs to provide more focused technical assistance to districts by allowing said assistance to specifically target re-occurring issues within each respective district;
 - TEA Division of IDEA Coordination staff members have conducted information sharing with the Parent Resource Network in fall 2006 with regard to the new special education complaints regulations and procedures;
 - The Agency provided information to school districts, parents, and organizations with regard to special education complaints procedures, including revisions to the procedures as a result of the IDEA 2004 final regulations on the TEA website at <http://www.tea.state.tx.us/special.ed/medcom/>; and

- The Agency continued the development of the Correspondence and Dispute Resolution Management System (CDRMS), utilizing the system to conduct quantitative analysis of complaints by based on school district, region, and substantiated complaints.

II. Explanation of Progress or Slippage

Of the 171 investigative reports issued, 171 were issued within either the 60-calendar day timeline or within their respective extended timelines. Due to a restructuring of the special education complaints policies and procedures and the implementation of CDRMS, the special education complaint resolution system incorporates inherent checks and balances that are flexible and ensures the completion of all special education complaint resolutions within the regulatory timeline. The system permits the Agency, the district, and the complainant to pursue local resolution and a formal investigation of a special education complaint simultaneously in a manner that does not interfere with the Agency's ability to conduct and complete a formal investigation within the 60-calendar day regulatory timeline or within an extended timeline.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:

I. Targets

No revision. This is an indicator with a 100% compliance target.

II. Improvement Activities / Timelines / Resources

Continuous improvement activities planned for this indicator include:

- The Division of IDEA Coordination will update the CDRMS based on current regulations to reflect issues upon which complaints are filed and substantiated by school district/region in order to provide more extensive data to the Education Service Centers to ensure more specific areas of focused technical assistance for school districts;
- The Division of IDEA Coordination will, based on feedback obtained from stakeholder focus groups, rewrite several of the templates utilized by the special education complaints team in order to make correspondence more users friendly;
- The Division of IDEA Coordination will, based on feedback obtained from stakeholder focus groups, rewrite the example special education complaint form posted on the Agency's website to make correspondence more user friendly;
- The Division of IDEA Coordination will participate in the SERRC sponsored training sessions with expert consultants with regard to special education rules and regulations and with regard to the TEA special education complaints policies, procedures, and practices;
- The Division of IDEA Coordination will evaluate performance data with regard to the special education complaints team on a continuous basis to ensure compliance with special education regulations;
- The Division of IDEA Coordination will make training available to all special education complaints investigators with regard to mediation. This will be used to assist staff in enhancing their technical assistance to local education agencies and complainants in resolving and preventing disputes;
- The Division of IDEA Coordination will analyze data collected for Indicator 15 to track noted noncompliance and corrective actions across the state in order to identify specific areas of need with regard to training and policy guidance;
- The Division of IDEA Coordination will add functionality to CDRMS that will better the investigators' ability to track and coordinate corrective actions in order to ensure noncompliance is corrected within one calendar year from the date the noncompliance was identified;

- The Division of IDEA Coordination will develop and implement more efficient policies, procedures, and practices relative to ensure correction of identified noncompliance within the one-calendar-year timeline; and
- The Division of IDEA Coordination will develop a feedback survey form that can be utilized in garnering input from parties participating in the special education complaints resolution process in order to allow for continuous improvement. Input will be reviewed on a quarterly basis.

In order to disseminate information regarding the State's special education complaints policies and procedures, the TEA Division of IDEA Coordination staff members will:

- develop a Frequently Asked Questions (FAQ) document based on feedback from stakeholder groups that outlines the policies, procedures, and practices of the special education complaint process. The FAQ will be made available on the Agency's website;
- conduct information sharing with the ESCs through the Texas Education Telecommunications Network (TETN) with regard to the complaints process;
- conduct information sharing with parent groups across the state of Texas with regard to the special education complaint resolution process;
- conduct information sharing with ESC parent liaisons with regard to the special education complaint resolution process; and
- conduct information sharing with school districts, parents, and organizations with regard to special education complaints procedures through the Agency's webpage.

Improvement activities associated with this indicator will be ongoing through the 2010–2011 school year.

Part B State Annual Performance Report (APR) for 2006

Monitoring Priority: Effective General Supervision Part B / General Supervision
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Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

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

Measurement: Percent = $[(3.2(a) + 3.2(b)) \text{ divided by } 3.2] \text{ times } 100.$

FFY	Measurable and Rigorous Target
2006	The State will demonstrate 100% compliance with this indicator.
2005	The State will demonstrate 100% compliance with this indicator.

Actual Target Data for FFY 2006:

Due Process Hearing Timeline

	2004-05	2005-06	2006-07
(3) Hearing requests total	425	277	329
(3.2) Hearings (fully adjudicated)	58	32	45
(a) Decisions within timeline	5	4	5
(b) Decisions within extended timeline	53	28	40
Calculation: $(3.2(a) + 3.2(b)) / (3.2) * 100$	100%	100%	100%

Source | Texas Education Agency, State Supervision Data

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

I. Improvement Activities Completed

The improvement activities related to an effective general supervision system are interrelated to several other indicators in the State Performance Plan (SPP) including:

- Indicator 15: Effective General Supervision
- Indicator 16: Complaint Investigation Timeline
- Indicator 18: Resolution Session
- Indicator 19: Mediation Agreements

The data associated with the indicators above must be considered when addressing the due process timeline indicator.

Continuous improvement activities accomplished for this indicator include:

- Hearing Officers attended continuing legal education training at TEA in February 2007, at which training was provided with regard to the confidentiality of information in due process hearings, prehearing procedural issues, and dispute resolution sessions;
- Hearing officers attended training in June 2007 at TEA with regard to the Correspondence and Dispute Resolution Management System (CDRMS) database; and
- Hearing officers attended one conference at which the focus of the legal training was special education law and for which the hearing officer received no fewer than 10 hours of continuing legal education credit through the State Bar of Texas.

II. Explanation of Progress or Slippage

Of the 45 cases that were fully adjudicated, 45 decisions were issued within timeline or within an extended timeline.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:

I. Targets

No revision. This is an indicator with a 100% compliance target.

II. Improvement Activities / Timelines / Resources

Continuous improvement activities planned for this indicator include:

- Training for hearing officers by a nationally recognized special education attorney/expert in January 2008 with regard to framing of the issues, pleadings, jurisdiction of the hearing officer, and the writing of clear and concise decisions in response to focus groups' recommendations;
- Training will be provided to the hearing officers with regard to the Commissioner of Education Rules for Special Education adopted in November 2007;
- Training will be provided to hearing officers with regard to the entry into the CDRMS database of the legal issues adjudicated at hearings;
- The development of a survey that will be distributed at the conclusion of each due process hearing to provide opportunities for hearing participants to give feedback about the performance of hearing officers;
- TEA will provide training for all hearing officers in the ethics of conducting fair and impartial hearings in response to focus groups' recommendations and in an effort to ensure that hearings are conducted in a fair and impartial manner; and
- TEA will evaluate hearing officer performance regarding, but not limited to, timeliness of decisions, reversal rates, and administrative management of cases when contracts are up for renewal.

Improvement activities associated with this indicator will be ongoing through the 2010–2011 school year.

Part B State Annual Performance Report (APR) for 2006

Monitoring Priority: Effective General Supervision Part B / General Supervision
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Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

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

Measurement: Percent = (3.1(a) divided by 3.1) times 100.
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FFY	Measurable and Rigorous Target
2006	Increase the percent of settlement agreements by 1.66% over the previous year.
2005	Increase the percent of settlement agreements by 1.66% over the previous year.

Actual Target Data for FFY 2006:

Resolution Sessions

	2005-06	2006-07
(3) Hearing requests total	277	329
(3.1) Resolution meetings	173	240
(a) Settlement agreements	65	49
Calculation: (3.1(a) / (3.1) * 100	37.6%	20.4%

Source | Texas Education Agency, State Supervision Data

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

I. Improvement Activities Completed

The improvement activities related to an effective general supervision system are interrelated to several other indicators in the State Performance Plan (SPP) including:

- Indicator 15: Effective General Supervision
- Indicator 16: Complaint Investigation Timeline
- Indicator 17: Due Process Hearing Timeline
- Indicator 19: Mediation Agreements

The data associated with the indicators above must be considered when addressing the resolution session indicator.

Continuous improvement activities accomplished for this indicator include:

- TEA staff facilitated focus groups with parents, district staff, advocates, and attorneys regarding dispute resolution (including resolution sessions) in order to determine existing needs across the state as identified by the participating parties and in order to determine how best to meet said needs; and
- TEA staff and contractors continued to provide verbal and written information about resolution sessions to participating parties.

II. Explanation of Progress or Slippage

In 2005-06 the term Settlement Agreement was understood to be any agreement by the parties resulting from the Resolution Session. In 2006-07 the definition of Settlement Agreement was understood to mean only those agreements that disposed of the case in its entirety. Therefore, because the two calculations from 05-06 and from 06-07 do not measure the same data set, the calculation of slippage or progress in the percentage of Settlement Agreements cannot be measured. However, 20.4% is the actual baseline from which TEA will be comparing slippage and/or progress in future reports.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:

I. Targets

The target for FFY 2007 has been revised to 22.08% after receiving clarification of reporting resolution agreements from Consortium for Appropriate Dispute Resolution in Special Education (CADRE) and recalculating the data for FFY 2006.

II. Improvement Activities / Timelines / Resources

Continuous improvement activities planned for this indicator include:

- The Division of Legal Services will develop a standardized, user friendly guidance document on the resolution session that will be available on the TEA website and will be sent to all parties involved in a due process hearing;
- The Division of Legal Services will continue to provide training to Hearing Officers and Legal staff on how to best present the resolution session as a viable dispute resolution option to the parties in a due process case; and
- The Division of Legal Services, along with the Division of IDEA Coordination, will continue conducting data analysis with regard to understanding the dynamic intersections between the available dispute resolution options.

Improvement activities associated with this indicator will be ongoing through the 2010–2011 school year.

Part B State Annual Performance Report (APR) for 2006

Monitoring Priority: Effective General Supervision Part B / General Supervision
--

Indicator 19: Percent of mediations held that resulted in mediation agreements.

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

Measurement:

Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

FFY	Measurable and Rigorous Target
2006	73.8% of mediations held result in mediation agreements.

Actual Target Data for FFY 2006:

Mediation Agreements

	2004-05	2005-06	2006-07
(2) Mediation requests total	259	250	238
(2.1) Mediations			
(a) Mediations related to due process	164	83	75
(i) Mediation agreements	124	67	60
(b) Mediations not related to due process	91	74	70
(i) Mediation agreements	71	58	47
Calculation: 2.1(a)(i) + 2.1(b)(i) divided by 2.1 * 100	76.5%	79.6%	73.8%

Source | Texas Education Agency, State Supervision Data

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

I. Improvement Activities Completed

The improvement activities related to an effective general supervision system are interrelated to several other indicators in the State Performance Plan (SPP) including:

- Indicator 15: Effective General Supervision
- Indicator 16: Complaint Investigation Timeline
- Indicator 17: Due Process Hearing Timeline
- Indicator 18: Resolution Session

The data associated with the indicators above must be considered when addressing the mediation indicator.

Continuous improvement activities accomplished for this indicator include:

- Mediators attended full day training sessions, conferences, and participated in other educational opportunities throughout 2007;
- TEA staff facilitated focus groups with parents, district staff, advocates and attorneys regarding dispute resolution (including mediation) in order to determine existing needs across the state as identified by the participating parties and in order to determine how best to meet said needs; and
- TEA staff and contractors continue to provide verbal and written information about mediation to participating parties.

II. Explanation of Progress or Slippage

More opportunities have become available with regard to the early resolution of disputes outside of the mediation process. The Agency continues to recommend early, local resolution when possible. A natural result of utilization of this practice, when successful, is a decrease in the number of mediations requested. The continued requirement of resolution meetings has an impact on districts' eagerness to seek mediation immediately. Any change in agreement rates may be the result of the variety of dispute resolution options now available. A quarterly review of data will aid the State in understanding the intersections between the dispute resolution options.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:

I. Targets

No revision to the 22.08% target for FFY 2007.

II. Improvement Activities / Timelines / Resources

Continuous improvement activities planned for this indicator include:

- TEA staff will coordinate a specialized training session for mediation program staff and mediators on dealing with impasse-specific situations;
- TEA staff will develop an informational document regarding the mediation process that will be provided to each parent who requests a due process hearing. A TEA staff member will follow up with due process parties to discuss mediation as an option. The document will be posted on the Agency's website;
- TEA staff will provide a list of attorney's representing students/parents to each parent who requests mediation. This information will be posted on the Agency's website;
- During pre-hearing conferences, hearing officers will discuss mediation and offer an opportunity for parties to participate in that voluntary process;
- Mediation will be explained and discussed as an alternative resolution process to parties with a pending complaint; and
- TEA staff will develop a user friendly guidance document to assist in preparing parties for participation in mediation.

Improvement activities associated with this indicator will be ongoing through the 2010–2011 school year.

Part B State Annual Performance Report (APR) for 2006

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

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

Measurement:

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

FFY	Measurable and Rigorous Target
2006 (2006-07)	The State will demonstrate 100% compliance in its reporting requirements as well as continue to ensure accurate and timely reporting.
2005 (2005-06)	The State will demonstrate 100% compliance in its reporting requirements as well as continue to ensure accurate and timely reporting.

Actual Target Data for FFY 2006:

SPP/APR Data - Indicator 20				
APR Indicator	Valid and Reliable	Correct Calculation	Followed Instructions	Total
1	1		1	2
2	1		1	2
3A	1	1	1	3
3B	1	1	1	3
3C	1	1	1	3
4A	1	1	1	3
5	1	1	1	3
7	0	0	0	0
8	1	1	1	3
9	0	1	1	2
10	0	1	1	2
11	0	0	0	0
12	0	0	0	0
13	1	1	1	3
14	0	0	1	1
15	1	1	1	3
16	1	1	1	3
17	1	1	1	3
18	1	1	1	3
19	1	1	1	3
			Subtotal	45
APR Score Calculation	Timely Submission Points - If the FFY2006 APR was submitted on-time, place the number 5 in the cell on the right.			5
	Grand Total - (Sum of subtotal and Timely Submission Points) =			50

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 Child Count Due Date: 2/1/07	0	1	1	1	3
Table 2 Personnel Due Date: 11/1/07	1	1	1	N/A	3
Table 3 Ed. Environ. Due Date: 2/1/07	0	1	1	1	3
Table 4 Exiting Due Date: 11/1/07	1	1	1	N/A	3
Table 5 Discipline Due Date: 11/1/07	1	1	0	N/A	2
Table 6 Assessment Due Date: 2/1/07	1	1	1	1	4
Table 7 Dispute Resolution Due Date: 11/1/07	1	1	1	N/A	3
618 Score Calculation				Subtotal	21
				Grand Total Subtotal X 2) =	42

Indicator #20 Calculation	
A. APR Grand Total	50
B. 618 Grand Total	42
C. APR Grand Total (A) + 618 Grand Total (B) =	92
Total N/A in APR	0
Total N/A in 618	8
Base	111
D. Subtotal (C divided by Base*) =	0.829
E. Indicator Score (Subtotal D x 100) =	82.9

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

I. Improvement Activities Completed

The following activities occurred in 2006-07

- IDEA-B Data Manager and Program Staff attended WESTAT's annual Part B/C Data Conference in July 2007.
- IDEA-B Data Manager and Program Staff attend Southeast Regional Resource Center (SERRC) day and evening meetings at WESTAT's annual Part B/C Data Conference in July 2007.
- Participated in OSEP Sponsored Conference Calls on SPP/APR submissions.
- Developed a spreadsheet to ensure correct calculations for all tables included in the SPP/APR.
- Developed a "Special Education Data" web page on the TEA website at <http://www.tea.state.tx.us/special.ed/data/index.html>.

II. Explanation of Progress or Slippage

The additional guidance provided by OSEP on the reporting of Indicator 20 has resulted in a more accurate reflection of the State's performance on reporting timely and accurate data. The State strives to meet the 100% compliance target. However, timelines and related issues associated with the State's Public Education Information System (PEIMS) remain a challenge for reporting Tables 1 and 3 of the annual federal data report (AFDR).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:

I. Targets

No revision. This is an indicator with a 100% compliance target.

II. Improvement Activities / Timelines / Resources

The following activities are planned for 2007-08:

- IDEA-B Data Manager and Program Staff attend WESTAT's annual Part B/C Data Conference in June 2008.
- IDEA-B Data Manager and Program Staff attend Southeast Regional Resource Center (SERRC) day and evening meetings at WESTAT's annual Part B/C Data Conference in June 2008.
- Participate in OSEP Sponsored Conference Calls on SPP/APR submissions.
- Participate in SERRC Sponsored Conference Calls on SPP/APR submissions and data collection issues.

- Meet quarterly with Department of Assistive and Rehabilitative Services Early Childhood Intervention regarding Part B/C data issues
- Create a spreadsheet to document the data required to submit for Indicator 20 (e.g. track confirmations from WESTAT, data note requests from WESTAT, etc.).
- Continue to develop a “Special Education Data” web page on the TEA website at <http://www.tea.state.tx.us/special.ed/data/index.html>.
- Development of data collection systems for Indicators 11 and 12

Improvement activities associated with this indicator will be ongoing through the 2010–2011 school year.

Appendices

Table 6	Report of State Assessments	
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Table 7	Report of Dispute Resolution	
	<i>Report of dispute resolution under Part B of the Individuals with Disabilities Education Act, 2006-07.....</i>	98
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TABLE 6
**REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT**

2006-07

OMB NO.: 1820-0659

FORM EXPIRES: XX/XX/20XX

STATE: Texas

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	37269	347636
4	39751	341752
5	42598	339619
6	42556	335099
7	42169	331338
8	41605	338023
HIGH SCHOOL (SPECIFY GRADE: <u>10</u>)	34563	312001

¹ At a date as close as possible to the testing date.

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-07

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)	LEP STUDENTS IN US < 10 MONTHS WHOSE ENGLISH PROFICIENCY TEST REPLACED REGULAR READING ASSESSMENT (3B) ¹	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	17082	5217		675
4	15335	5567		714
5	14326	5575		1119
6	13292	4464		700
7	11834	2904		680
8	10664	2287		745
HIGH SCHOOL (SPECIFY GRADE: 10)	10309	1077		781

¹ This column is gray because it does not apply to the math assessment. Do not enter data in this column.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment, students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.

TABLE 6
**REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT**

2006-07

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB 1% CAP ¹ (4C)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4D)
3	19790	9597	10193	2141	1647
4	24027	12134	11893	1916	1851
5	27942	14345	13597	1959	2004
6	28878	15291	13587	1681	2217
7	29862	15398	14464	1241	2324
8	30359	14877	15482	980	2501
HIGH SCHOOL (SPECIFY GRADE: 10)	22989	8844	14145	476	1980

¹ NCLB 1% cap is the limit on the number of **scores on an alternate assessment on alternate achievement standards that can be counted as proficient** AYP calculations. If in 2006-07 your state had an approved exception to the 1% cap, as indicated in Section A, use your 2006-07 adjusted cap rather than 1% when determining the number of students that must be counted in the lowest achievement level.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment, students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.**

TABLE 6
**REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT**

2006-07

OMB NO.: 1820-0659

FORM EXPIRES: XX/XX/20XX
STATE: Texas

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB			
	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (5)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
		PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ¹ (8)
3	0	0	397	0
4	0	0	389	0
5	0	0	330	0
6	0	0	386	0
7	0	0	473	0
8	0	0	582	0
HIGH SCHOOL (SPECIFY GRADE: 10)	0	0	1265	0

¹ In a separate listing, report the number of students exempted for other reasons by grade and specific reason.

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-07

OMB NO.: 1820-0659

FORM EXPIRES: XX/XX/20XX
 STATE: Texas

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	NONPROF	PROF								9A ROW TOTAL ¹
		Achievement Level									
3	TAKS	4574	11833	0	0	0	0	0	0	0	16407
4	TAKS	3353	11268	0	0	0	0	0	0	0	14621
5	TAKS	2173	11034	0	0	0	0	0	0	0	13207
6	TAKS	5087	7505	0	0	0	0	0	0	0	12592
7	TAKS	5360	5794	0	0	0	0	0	0	0	11154
8	TAKS	5215	4704	0	0	0	0	0	0	0	9919
HIGH SCHOOL (SPECIFY GRADE: 10)	TAKS	6724	2804	0	0	0	0	0	0	0	9528

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: PROF

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in column 3C.

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-07

OMB NO.: 1820-0659

FORM EXPIRES: XX/XX/20XX
STATE: Texas

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	NONPROF	PROF								9B ROW TOTAL ¹
		Achievement Level									
3	SDAA on Grade Level	144	8751	0	0	0	0	0	0	0	8895
4	SDAA on Grade Level	265	11072	0	0	0	0	0	0	0	11337
5	SDAA on Grade Level	319	13073	0	0	0	0	0	0	0	13392
6	SDAA on Grade Level	1515	12699	0	0	0	0	0	0	0	14214
7	SDAA on Grade Level	826	13501	0	0	0	0	0	0	0	14327
8	SDAA on Grade Level	472	13277	0	0	0	0	0	0	0	13749
HIGH SCHOOL (SPECIFY GRADE: 10)	SDAA on Grade Level	221	7930	0	0	0	0	0	0	0	8151

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: PROF

¹ The total number of students reported by achievement level in 9B is to equal the number reported in column 4A minus that portion of 4D that refers to invalid results from assessments scored against grade level achievement standards.

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-07

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	NONPROF	PROF								9C ROW TOTAL ²
		Achievement Level ¹	Achievement Level								
3	LDAA/SDAA off Gr Lvl	3615	5633	0	0	0	0	0	0	0	9248
4	LDAA/SDAA off Gr Lvl	3732	7107	0	0	0	0	0	0	0	10839
5	LDAA/SDAA off Gr Lvl	4184	8362	0	0	0	0	0	0	0	12546
6	LDAA/SDAA off Gr Lvl	4257	8190	0	0	0	0	0	0	0	12447
7	LDAA/SDAA off Gr Lvl	4766	8445	0	0	0	0	0	0	0	13211
8	LDAA/SDAA off Gr Lvl	4829	9280	0	0	0	0	0	0	0	14109
HIGH SCHOOL (SPECIFY GRADE: 10)	LDAA/SDAA off Gr Lvl	4244	8614	0	0	0	0	0	0	0	12858

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: PROF

¹ Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap.

² The total number of students reported by achievement level in 9C is to equal the number reported in column 4B minus that portion of 4D that refers to invalid results from assessments scored against alternate achievement standards.

TABLE 6
**REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT**

2006-07

SECTION C. SUMMARY OF THE PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 9A (FROM PAGE 5) ¹	TOTAL REPORTED FOR COLUMN 9B (FROM PAGE 6) ¹	TOTAL REPORTED FOR COLUMN 9C (FROM PAGE 7) ¹	NO VALID SCORE ^{1,2} (10)	TOTAL ^{1,3} (11)
3	16407	8895	9248	2719	37269
4	14621	11337	10839	2954	39751
5	13207	13392	12546	3453	42598
6	12592	14214	12447	3303	42556
7	11154	14327	13211	3477	42169
8	9919	13749	14109	3828	41605
HIGH SCHOOL (SPECIFY GRADE: <u>10</u>)	9528	8151	12858	4026	34563

¹STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS.

² Column 10 is calculated by summing the numbers reported in column 3C plus column 4D plus column 5 plus column 6 plus column 7 plus column 8.

³ Column 11 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 11 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8.

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-07

OMB NO.: 1820-0659

FORM EXPIRES: XX/XX/20XX
 STATE: Texas

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	38264	353213
4	39875	342585
5	43190	343050
6	42666	335686
7	42266	331969
8	41692	338591
HIGH SCHOOL (SPECIFY GRADE: <u>10</u>)	34751	315651

¹At a date as close as possible to the testing date.

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-07

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)	LEP STUDENTS IN US < 10 MONTHS WHOSE ENGLISH PROFICIENCY TEST REPLACED REGULAR READING ASSESSMENT (3B)	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	17043	2829	14	1561
4	13360	2722	11	643
5	13524	2820	18	1577
6	11731	2118	13	596
7	12179	1442	20	703
8	12154	1370	10	844
HIGH SCHOOL (SPECIFY GRADE: 10)	12442	706	4	784

¹ Report those LEP students who, at the time of the reading assessment, were in the United States for less than 10 months and took the English proficiency test in place of the regular reading assessment.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment, students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.

TABLE 6
**REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT**

2006-07

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB 1% CAP ¹ (4C)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4D)
3	20733	8502	12231	2722	1690
4	25927	11394	14533	2901	1958
5	29227	13573	15654	2780	2038
6	30370	15008	15362	2155	2266
7	29468	14174	15294	1974	2263
8	28754	13583	15171	1739	2350
HIGH SCHOOL (SPECIFY GRADE: 10)	20645	8515	12130	775	1734

¹ NCLB 1% cap is the limit on the number of scores on an alternate assessment on alternate achievement standards that can be counted as proficient AYP calculations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment, students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.

TABLE 6
**REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT**

2006-07

OMB NO.: 1820-0659

FORM EXPIRES: XX/XX/20XX
 STATE: Texas

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB			
	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (5)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
		PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ¹ (8)
3	0	0	488	0
4	0	0	588	0
5	0	0	439	0
6	0	0	565	0
7	0	0	619	0
8	0	0	784	0
HIGH SCHOOL (SPECIFY GRADE: 10)	0	0	1664	0

¹ In a separate listing, report the number of students exempted for other reasons by grade and specific reason.

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-07

OMB NO.: 1820-0659

FORM EXPIRES: XX/XX/20XX
 STATE: Texas

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	NONPROF	PROF								9A ROW TOTAL ¹
		Achievement Level									
3	TAKS	2567	12901	0	0	0	0	0	0	0	15468
4	TAKS	3249	9457	0	0	0	0	0	0	0	12706
5	TAKS	2530	9399	0	0	0	0	0	0	0	11929
6	TAKS	2225	8897	0	0	0	0	0	0	0	11122
7	TAKS	4092	7364	0	0	0	0	0	0	0	11456
8	TAKS	2924	8376	0	0	0	0	0	0	0	11300
HIGH SCHOOL (SPECIFY GRADE: 10)	TAKS	5184	6470	0	0	0	0	0	0	0	11654

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: PROF

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in column 3C.

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-07

OMB NO.: 1820-0659

FORM EXPIRES: XX/XX/20XX
STATE: Texas

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	NONPROF	PROF								9B ROW TOTAL ¹
		Achievement Level									
3	SDAA on Gr Lvl	257	7601	0	0	0	0	0	0	0	7858
4	SDAA on Gr Lvl	371	10236	0	0	0	0	0	0	0	10607
5	SDAA on Gr Lvl	551	12129	0	0	0	0	0	0	0	12680
6	SDAA on Gr Lvl	384	13550	0	0	0	0	0	0	0	13934
7	SDAA on Gr Lvl	511	12675	0	0	0	0	0	0	0	13186
8	SDAA on Gr Lvl	575	11948	0	0	0	0	0	0	0	12523
HIGH SCHOOL (SPECIFY GRADE: 10)	SDAA on Gr Lvl	1046	6750	0	0	0	0	0	0	0	7796

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: PROF

¹ The total number of students reported by achievement level in 9B is to equal the number reported in column 4A minus that portion of 4D that refers to invalid results from assessments scored against grade level achievement standards.

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-07

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	NONPROF	PROF								9C ROW TOTAL ²
		Achievement Level ¹	Achievement Level								
3	LDAA/SDAA Off Gr Lvl	4478	6707	0	0	0	0	0	0	0	11185
4	LDAA/SDAA Off Gr Lvl	5203	8159	0	0	0	0	0	0	0	13362
5	LDAA/SDAA Off Gr Lvl	5437	9072	0	0	0	0	0	0	0	14509
6	LDAA/SDAA Off Gr Lvl	5145	9025	0	0	0	0	0	0	0	14170
7	LDAA/SDAA Off Gr Lvl	5064	8955	0	0	0	0	0	0	0	14019
8	LDAA/SDAA Off Gr Lvl	4697	9184	0	0	0	0	0	0	0	13881
HIGH SCHOOL (SPECIFY GRADE: 10)	LDAA/SDAA Off Gr Lvl	3455	7660	0	0	0	0	0	0	0	11115

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: PROF

¹ Include all students whose assessment counted in the lowest achievement level because of the NCLB 1

² The total number of students reported by achievement level in 9C is to equal the number reported in column 4B minus that portion of 4D that refers to invalid results from assessments scored against alternate achievement standards.

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-07

SECTION F. SUMMARY OF THE PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 9A (FROM PAGE 13) ¹	TOTAL REPORTED FOR COLUMN 9B (ON PAGE 14) ¹	TOTAL REPORTED FOR COLUMN 9C (ON PAGE 15) ¹	NO VALID SCORE ² (10)	TOTAL ³ (11)
3	15468	7858	11185	3753	38264
4	12706	10607	13362	3200	39875
5	11929	12680	14509	4072	43190
6	11122	13934	14170	3440	42666
7	11456	13186	14019	3605	42266
8	11300	12523	13881	3988	41692
HIGH SCHOOL (SPECIFY GRADE: <u>10</u>)	11654	7796	11115	4186	34751

¹ STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS.

² Column 10 is calculated by summing the numbers reported in column 3C plus column 4D plus column 5 plus column 6 plus column 7 plus column 8.

³ Column 11 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 11 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8.

SECTION A: Written, signed complaints	
(1) Written, signed complaints total	450
(1.1) Complaints with reports issued	171
(a) Reports with findings	114
(b) Reports within timeline	166
(c) Reports within extended timelines	5
(1.2) Complaints withdrawn or dismissed	256
(1.3) Complaints pending	23
(a) Complaint pending a due process hearing	17
SECTION B: Mediation requests	
(2) Mediation requests total	238
(2.1) Mediations	145
(a) Mediations related to due process	75
(i) Mediation agreements	60
(b) Mediations not related to due process	70
(i) Mediation agreements	47
(2.2) Mediations not held (including pending)	93
SECTION C: Hearing requests	
(3) Hearing requests total	329
(3.1) Resolution sessions	240
(a) Settlement agreements	49
(3.2) Hearings (fully adjudicated)	45
(a) Decisions within timeline	5
(b) Decisions within extended timeline	40
(3.3) Resolved without a hearing	258
SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	10
(4.1) Resolution sessions	6
(a) Settlement agreements	4
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

Glossary of Data Elements on Table 7

Change of placement ordered – The hearing officer's written decision in an *expedited hearing (fully adjudicated)* ordered a change in placement of a child with a disability.

Complaint pending – A *written, signed complaint* that is either still under investigation or the SEA's report is not complete.

Complaint pending a due process hearing – A *written, signed complaint* in which one or more of the allegations in the complaint are the subject of a due process hearing that has not been resolved.

Complaint with report issued – A written decision was provided by the state education agency (SEA) to the complainant and local education agency (LEA) regarding alleged violations of a requirement of Part B of IDEA 2004.

Complaint withdrawn or dismissed – A *written, signed complaint* that was withdrawn by the complainant for any reason or that was dismissed by the SEA because none of the allegations in the complaint addressed violations of a requirement of Part B of IDEA 2004 (e.g., all the allegations had to do with personnel issues). In these cases, the complaints do not trigger the otherwise required investigative procedures the State must follow and do not result in a report.

Decision within extended timeline – The written decision from a *hearing (fully adjudicated)* was provided to the parties in the hearing more than 45 days after the receipt of a request for a hearing, but within a specific time extension granted by the hearing or reviewing officer at the request of either party.

Decision within timeline – The written decision from a *hearing (fully adjudicated)* was provided to the parties in the hearing not later than 45 day after the receipt of a request for a hearing.

Expedited hearing (fully adjudicated) – A hearing officer conducted a hearing concerning a disputed manifestation determination and/or disciplinary removal of a student to an alternative education setting and issued a written decision to the parent and public agency about whether a change of placement should be made.

Expedited hearing request – A hearing request filed by the parent of a child with a disability to dispute the manifestation determination and/or disciplinary removal of a student from an educational placement and the placement of that student in an alternate education setting, as provided for in Section 615(k) of IDEA 2004.

Hearing (fully adjudicated) – A hearing officer conducted a hearing, decided matters of law and issued a written decision to the parent and public agency.

Hearing request – A filing by any party to initiate a due process hearing on matters relating to the identification, evaluation, or educational placement of a child with a disability, or to the provision of FAPE to such child. The filing must meet the conditions specified in Section 615(b)(7) of IDEA 2004.

Mediation agreement – A written agreement between a parent and public agency reached through mediation.

Mediation not held (including pending) – A request for mediation that has not been conducted.

Mediation not related to due process – A session conducted by a qualified and impartial mediator to resolve a disagreement between a parent and public agency that was not initiated due to a due process hearing request.

Mediation related to due process – A session conducted by a qualified and impartial mediator to resolve a disagreement between a parent and public agency that was initiated due to a due process hearing request.

Mediation request – A request by a party to a dispute involving any matter to meet with a qualified and impartial mediator to resolve the dispute(s).

Report with findings – The written decision, provided by the SEA to the complainant and LEA in response to a written, signed complaint, which finds the LEA to be in non-compliance with one or more allegations in a written, signed complaint.

Report within extended timeline – The written decision from the SEA was provided to the complainant and the LEA more than 60 days after the *written, signed complaint* was filed, but within an appropriately extended timeline. An appropriately extended timeline is an extension beyond 60 days that was granted due to exceptional circumstances that existed with respect to a particular complaint.

Report within timeline – The written decision from the SEA was provided to the complainant and the LEA not later than 60 days after receiving the *written, signed complaint*.

Resolution session – A meeting, convened by the LEA, between the parent(s) and school personnel within 15 days of receiving a *hearing request*. The meeting is convened to discuss the complaint(s) described in the *hearing request* and provide the opportunity to resolve the complaint(s). The meeting must be held unless the parents and the LEA agree in writing to waive such a meeting or agree to mediation.

Resolved without a hearing – A *hearing request* that has not been fully adjudicated and is also not under consideration by a hearing officer. This includes hearing requests resolved through a *mediation agreement* or through a resolution session *settlement agreement*, those settled by some other agreement between the parties (parent and public agency) prior to completion of the hearing, those withdrawn by the parent, those rejected by the hearing officer as without cause, and those not fully adjudicated for other reasons.

Settlement agreement – A legally binding written document, signed by the parent and a representative of the public agency, specifying the resolution of the basis for a due process *hearing request* arrived at in a *resolution session*.

Written, signed complaint – A signed, written letter submitted to a SEA by an individual or organization (complainant) that alleges a violation of a requirement of Part B of IDEA 2004.

Methodologies for Calculating Disproportionate Representation

2007 Performance Based Monitoring Analysis System

<p>Special Education Indicator #15: SPED African American Representation</p> <p>This indicator is the potential disproportion of African American students served in special education.</p>	
<p>Calculation</p> <p>1. For each district, calculate the district special education African American percentage:</p> $\text{District special education African American percentage} = \frac{\text{District number of African American students served in special education in 2006-2007}}{\text{District number of special education students enrolled in 2006-2007}}$	
<p>2. For each district, calculate the district overall African American percentage:</p> $\text{District overall African American percentage} = \frac{\text{District number of African American students enrolled in 2006-07}}{\text{District number of students enrolled in 2005-2006}}$	
<p>3. For each district, a difference score is calculated by subtracting the district overall African American percentage from the district special education African American percentage.</p> $\text{Difference score} = \text{District special education African American percentage} - \text{District overall African American percentage}$	
<p>Minimum Size Requirements</p> <ul style="list-style-type: none"> • Required improvement is available for this indicator. • Minimum Size Requirements: At least 30 African American students enrolled, at least 30 African American students served in special education, and at least 30 enrolled students served in special education. • Professional judgment special analysis is available for this indicator. • Three years of data are available for analysis under this indicator. 	<p>Data Source</p> <ul style="list-style-type: none"> • The data for this indicator are based on the number of African American students and all students reported by the district as enrolled in the district and receiving special education services (PEIMS fall 2006 snapshot data; 101 Record, 110 Record, and 163 Record).
<p>Notes</p> <ul style="list-style-type: none"> • Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are <u>not</u> included in the calculation of this indicator in either the numerator or the denominator. • Students whose PEIMS code on the 163 Record (Element ID E0833) is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program ≥ 50% of the day) are not included in the calculation of this indicator in either the numerator or the denominator. • Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator or the denominator. 	

Performance Level Assignment

For each district, the **difference score** is compared to the PBMAS standards for SPED African American representation, and performance levels are assigned as follows:

Performance Level Criterion: District SPED African American Representation				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	Performance Level = 0 (met standard) (Also includes 0SA, 0PJSA, and 0RI)	Performance Level = 1 (Also includes 1SA and 1PJSA)	Performance Level = 2 (Also includes 2SA and 2PJSA)	Performance Level = 3 (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of <i>Not Assigned</i>	The district percent of special education students who are African American is no more than 1.0 percentage point higher than the percent of all district students who are African American. Minimum size requirements not applicable if PL = 0.	The district percent of special education students who are African American is between 1.1 and 5.9 percentage points higher than the percent of all district students who are African American.	The district percent of special education students who are African American is between 6.0 and 10.0 percentage points higher than the percent of all district students who are African American.	The district percent of special education students who are African American is at least 10.1 percentage points higher than the percent of all district students who are African American.

2007 Performance Based Monitoring Analysis System

<p>Special Education Indicator #16: SPED Hispanic Representation</p> <p>This indicator is the potential disproportion of Hispanic students served in special education.</p>	
<p>Calculation</p> <p>2. For each district, calculate the district special education Hispanic percentage:</p> $\frac{\text{District special education Hispanic percentage}}{\text{District number of Hispanic students served in special education in 2006-2007}} = \text{Divided by} \frac{\text{District number of special education students enrolled in 2005-2006}}$	
<p>2. For each district, calculate the district overall Hispanic percentage:</p> $\frac{\text{District overall Hispanic percentage}}{\text{District number of Hispanic students enrolled in 2006-2007}} = \text{Divided by} \frac{\text{District number of students enrolled in 2006-2007}}$	
<p>3. For each district, a difference score is calculated by subtracting the district overall Hispanic percentage from the district special education Hispanic percentage.</p> $\text{Difference score} = \text{District special education Hispanic percentage} \text{ Minus } \text{District overall Hispanic percentage}$	
<p>Minimum Size Requirements</p> <ul style="list-style-type: none"> Required improvement is available for this indicator. Minimum Size Requirements: At least 30 Hispanic students enrolled, at least 30 Hispanic students served in special education, and at least 30 enrolled students served in special education. Professional judgment special analysis is available for this indicator. Three years of data are available for analysis under this indicator. 	<p>Data Source</p> <ul style="list-style-type: none"> The data for this indicator are based on the number of Hispanic students and all students reported by the district as enrolled in the district and receiving special education services (PEIMS fall 2006 snapshot data; 101 Record, 110 Record, and 163 Record).
<p>Notes</p> <ul style="list-style-type: none"> Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are <u>not</u> included in the calculation of this indicator in either the numerator or the denominator. Students whose PEIMS code on the 163 Record (Element ID E0833) is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program ≥ 50% of the day) are not included in the calculation of this indicator in either the numerator or the denominator. Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator or the denominator. 	

Performance Level Assignment

For each district, the **difference score** is compared to the PBMAS standards for SPED Hispanic representation, and performance levels are assigned as follows:

Performance Level Criterion: District SPED Hispanic Representation				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	Performance Level = 0 (met standard) (Also includes 0SA, 0PJSA, and 0RI)	Performance Level = 1 (Also includes 1SA and 1PJSA)	Performance Level = 2 (Also includes 2SA and 2PJSA)	Performance Level = 3 (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis process results in the assignment of a performance level of <i>Not Assigned</i>	The district percent of special education students who are Hispanic is no more than 1.0 percentage point higher than the percent of all district students who are Hispanic. Minimum size requirements not applicable if PL = 0.	The district percent of special education students who are Hispanic is between 1.1 and 5.9 percentage points higher than the percent of all district students who are Hispanic.	The district percent of special education students who are Hispanic is between 6.0 and 10.0 percentage points higher than the percent of all district students who are Hispanic.	The district percent of special education students who are Hispanic is at least 10.1 percentage points higher than the percent of all district students who are Hispanic.

Part B State Performance Plan (SPP) for 2005-2010 | Indicator 9

Methodology for Indicator 9

The State calculates and compares the percent of students with disabilities (SWD) population for a certain racial and ethnic group with a state average.

Determining the Ratio for Disproportionate Representation

The State calculates the percent of the enrolled population of students with disabilities by ethnic and racial group by district (ages 6-21), and the state average for students enrolled in special education. The ratio measures the number of times the population of students with disabilities by ethnic group in an district over the statewide representation of students with disabilities. The State applies the same calculation for all racial and ethnic groups (White, African American, Hispanic, Native American, and Asian).

1. Calculating the Rates

Percentage of SWD in district by race and ethnicity category	=	$\frac{\text{\# of SWD (white) in district}}{\text{\# of students (white)in the district}}$
Example		
12.72%	=	$\frac{42}{330} * 100$

State Average	=	$\frac{\text{\# of SWD enrolled statewide}}{\text{\# of students enrolled statewide}}$
Example		
11.33%	=	$\frac{511,722}{4,516,898} * 100$

2. Calculating the Ratio

Ratio	=	$\frac{\text{\% of SWD in (white) district}}{\text{State Average}}$
Example		
1.12	=	$\frac{12.72\%}{11.33\%} * 100$

Determining the Cut Point

The State produces a plot of all of the ratios using a *proc univariate normal plot*. Based on the plot, districts that have ratios within the 95 percentile area are considered to have statistically proportional populations of students with disabilities. The districts with ratios that are over the 95 percentile area (remaining 5%) may be considered to have a disproportionate population of students with disabilities by certain racial and ethnic groups.

Data Cut Points

	Cut Point
2006-07	≥ 2.99 (at over 95%)
2005-06	≥ 3.31 (at over 95%)

Indicator 9: Methodology for District Level Analysis

COLUMNS		A	B	C	D	E	F	G	H	I	J	K	
Region	CODIST	District Name	ETHNICITY	TOTAL	REG	SPED	REG%	SPED%	STAVG	PREV	CUT PT	STATUS	DIFF
25	000000	SAMPLE ISD	AA	125	80	45	64.000	36.000	11.124	3.23615868	>=2.99	YES	0.246

A ETHNICITY

AA = African American
 ASIAN = Asian
 HISP = Hispanic
 NAT AMER = Native American
 WHITE = White

B TOTAL (Total Student Count)

Total number of students by ethnicity, ages 6-21

C REG (Regular Education Count)

Number of regular education students by ethnicity, ages 6-21

D SPED (Special Education Count)

Number of special education students by ethnicity, ages 6-21

E REG% (Regular Education Percentage)

C / B

F SPED% (Special Education Percentage)

D / B

G STAVG (State Average)

of SWD enrolled statewide (ages 6-21) *divided by*
 # of students enrolled statewide (ages 6-21)

H PREV (Prevalance)

F / G

I Cut PT (Cut Point)

The State produces a plot of all of the ratios using a proc univariate normal plot. Based on the plot, districts that have ratios within the 95 percentile area are considered to have statistically proportional populations of students with disabilities. The districts with ratios that are over the 95 percentile area (remaining 5%) may be considered to have a disproportionate population of students with disabilities by certain racial and ethnic groups.

J Status = YES or NO

IF H >=2.99, then "YES" the district exceeds the cut point

IF H <2.99, then "NO" the district exceeds the cut point

K DIFF (Difference)

H - 2.99

Part B State Performance Plan (SPP) for 2005-2010 | Indicator 10

Methodology for Indicator 10

The State calculates and compares the percent of students with disabilities (SWD) population by district, race/ethnicity, and specific disability categories with a state average:

- Autism (AU)
- Emotional Disturbance (ED)
- Learning Disability (LD)
- Mental Retardation (MR)
- Other Health Impaired (OHI)
- Speech Impaired (SI)

Determining the Ratio for Disproportionate Representation

The State calculates the percent of the enrolled population of students with disabilities by ethnic and racial group by district (ages 6-21), and the state average for students enrolled in special education. The ratio measures the number of times the population of students with disabilities by ethnic group in a district over the statewide representation of students with disabilities. The State applies the same calculation for all racial and ethnic groups (White, African American, Hispanic, Native American, and Asian).

1. Calculating the Rates

<p>A. Percentage of SWD in district by race and ethnicity category by specific disability category</p>	=	$\frac{\text{\# of SWD (AA, MR) in district}}{\text{\# of students (AA) in district}}$
<p>Example</p>	=	$8.23\% = \frac{7}{85} \times 100$

<p>B. State Average</p>	=	$\frac{\text{\# of SWD (MR) enrolled statewide}}{\text{\# of students enrolled statewide in districts with MR populations}}$
<p>Example</p>	=	$0.78\% = \frac{30,528}{3,869,829} \times 100$

2. Calculating the Ratio

Ratio	=	$\frac{A}{B}$
Example		
9.48	=	$\frac{8.23\%}{0.78\%} \times 100$

Determining the Cut Point

The State produces a plot of all of the ratios using a *proc univariate normal plot*. Based on the plot, districts that have ratios within the 95 percentile area are considered to have statistically proportional populations of students with disabilities. The districts with ratios that are over the 95 percentile area (remaining 5%) may be considered to have a disproportionate population of students with disabilities in any racial and ethnic groups by specific disability categories.

Data Cut Points by Disability

Disability	2005-06	2006-07
AU	≥ 6.69 (at over 95%)	≥ 7.94 (at over 95%)
ED	≥ 15.61 (at over 95%)	≥ 16.53 (at over 95%)
LD	≥ 4.51 (at over 95%)	≥ 5.14 (at over 95%)
MR	≥ 6.91 (at over 95%)	≥ 8.12 (at over 95%)
OHI	≥ 6.81 (at over 95%)	≥ 7.13 (at over 95%)
SI	≥ 4.39 (at over 95%)	≥ 5.94 (at over 95%)

Indicator 10: Methodology for District Level Analysis

COLUMNS			A	B	C	D	E	F	G	H	I	J	K
Region	CODIST	District Name	ETHNICITY	DISABILITY	TOTAL	REG	SPED	REG%	SPED%	STAVG	PREV	CUT PT	STATUS
25	000000	SAMPLE ISD	HISP	AU	90	78	12	86.667	13.333	0.5039	26.462	>=7.94	YES

A ETHNICITY

AA = African American
 ASIAN = Asian
 HISP = Hispanic
 NAT AMER = Native American
 WHITE = White

B DISABILITY

AU = Autism
 ED = Emotional Disturbance
 LD = Learning Disability
 MR = Mental Retardation
 OHI = Other Health Impaired
 SI = Speech Impaired

C TOTAL (Total Student Count)

Total number of students by ethnicity, ages 6-21

D REG (Regular Education Count)

Number of regular education students by ethnicity, ages 6-21

E SPED (Special Education Count)

Number of special education students by ethnicity by disability, ages 6-21

F REG% (Regular Education Percentage)

D / C

G SPED% (Special Education Percentage)

E / C

H STAVG (State Average)

of SWD (Disability Category, e.g. AU) enrolled statewide divided by # of students enrolled statewide in districts with (Disability Category, e.g. AU) populations

I PREV (Prevalance)

G / H

J Cut PT (Cut Point)

The State produces a plot of all of the ratios using a proc univariate normal plot. Based on the plot, districts that have ratios within the 95 percentile area are considered to have statistically proportional populations of students with disabilities. The districts with ratios that are over the 95 percentile area (remaining 5%) may be considered to have a disproportionate population of students with disabilities in any racial and ethnic groups by specific disability categories.

K Status = YES or NO

IF I >= (Cut Point), then "YES" the district exceeds the cut point
 IF I < (Cut Point), then "NO" the district exceeds the cut point