

Texas Continuous Improvement Process

Annual Performance Report | FFY 2007

July 1, 2007 – June 30, 2008

Texas Education Agency
Division of IDEA Coordination
<http://ritter.tea.state.tx.us/special.ed/spp/>
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Part B 2007 Annual Performance Report

February 2009

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 2010-2011 school year.

The State of 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 of IDEA Coordination'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; technical assistance, and SPP/APR Submission Status.

Organizational Structure Designed for Alignment with the SPP

The Division of IDEA Coordination (Division) 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 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, management of grants and contracts, 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 Continuing Advisory Committee (CAC) which serves as the state's advisory panel, 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://ritter.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 TEA'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 progress/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. 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 at the end of the Overview. A complete description of statewide leadership functions and projects can be found at <http://ritter.tea.state.tx.us/special.ed/decfunc/>.

Though both functions and projects provide statewide leadership, ESC function leads establish and coordinate a 20-region network (see Figure 1.). This network 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 2007-08 and 2008-09 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://ritter.tea.state.tx.us/special.ed/escinfo/contact.html>.

Overview of the 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 (OSEP) monitored the state using the Continuous Improvement Monitoring Process (CIMP). The State adopted aspects of the CIMP and created the TCIP Model.

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 and Information Meetings (PIIM)

Another source of data the State considers in the course of continuous improvement for the future is feedback gathered at Public Input and Information Meetings (PIIM) hosted statewide. Each of the twenty regional education service centers (ESC) is required to hold at least one PIIM annually. The ESCs invite stakeholders knowledgeable of regional interests in special education issues to attend the meeting and participate in providing feedback on questions supporting three indicators of the SPP. The group of invited stakeholders includes parents, educators, and community agencies representative of the region's demographic diversity. In addition, ESCs announce the meeting through a variety of media to ensure that interested members of the public also have the opportunity to attend and participate in providing feedback. All stakeholders in the special education process are welcome.

The ESCs and the TEA collaborate in selecting which SPP Indicators will be used and developing questions for each year's PIIMs. For the 2007-08 school year, the following SPP Indicators were selected:

- Indicator 2: Dropout
- Indicator 4: Rates of Suspension and Expulsion
- Indicator 5: Educational Environment, Ages 6-21
- Indicators 9/10: Disproportionality

All ESCs were required to select one question from Indicator 5, as well as one question from two of the three remaining indicators (2, 4, and 9/10). During the PIIM, ESCs obtain consensus from participating stakeholders on the feedback to be reported to the TEA. The TEA analyzes the feedback reported from all twenty regions in order to identify trends for guiding improvement planning within the State. This qualitative data is also included to support quantitative data of Indicators 2, 4, 5, and 9-10 in the APR. Feedback at the regional level remains at the ESC and is used for guiding improvement planning within the region. Statewide Summary of Regional Feedback report is available on the TEA website at <http://ritter.tea.state.tx.us/special.ed/tcip/> and regional summary reports are available from each ESC.

3. Improvement Committees (ICs), 2007-08

There are currently seven improvement groups that advise the TEA on data, improvement activities, and targets. 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). The Discipline Committee did not meet during 2007-08. In October 2008 the Agency convened a Discipline Summit to address discipline issues regarding students with disabilities as well as students without disabilities. Participants included special education stakeholders and general education stakeholders.

Alignment in 2008-09

The TEA is reviewing IC roles and responsibilities and developing plans to incorporate the current Discipline and Post-School Results Committees into the Access to General Curriculum Committee. This action will provide a clearer alignment of the current activities in improvement planning.

TCIP Improvement Committees

TCIP Improvement Committee	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	May 7, 2008
Comprehensive System of Personnel Development (CSPD) Leadership Council	Provides advisement on issues related to adequate supply of personnel and training of personnel	April 16, 2008
Continuing Advisory Committee	Provides broad perspective on Texas Continuous Improvement Process (Governor-appointed state advisory panel)	October 30, 2007 February 19, 2008 April 22, 2008
Discipline/Behavior Management	Provides advisement on the use of positive behavior support, discipline, and alternative placement issues	Discipline Summit October 15, 2008
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	May 8, 2008
Parent Training	Provides advisement on the building a coordinated system of consistent, accurate information and training available to parents	Summer 2008
Post-School Results	Provides advisement on results for students with disabilities transitioning from the public school system	April 9, 2008
State Supervision	Provides advisement on issues related to complaint resolution, mediation, due process hearings, and monitoring processes	June 10, 2008
Texas Steering Committee	Performs annual self-assessment (State Performance Plan/Annual Performance Report) and advises on Texas Continuous Improvement Process	November 14, 2007 January 15, 2008

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 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://ritter.tea.state.tx.us/special.ed/tcip>.

An equally important source for stakeholder feedback is the Public Input and Information Meetings (PIIMs) 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 views of 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 shared with TCIP Improvement Groups to help guide statewide improvement efforts. Additionally, each ESC considers the input from its PIIMs in developing plans for training and other activities within the region. 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://ritter.tea.state.tx.us/special.ed/tcip/index.html>.

Technical Assistance Related to SPP Indicators and Determinations

As required in Sections 616(e)(1) and 642 of the Individuals with Disabilities Education Act (IDEA), if the Department of Education determines, for two consecutive years, that a State needs assistance, the Department must take one of a number of specific actions. One of the three possible actions is to advise the State of available sources of technical assistance that may help the State address the areas in which the State needs assistance. In June 2008, the Department notified those states with a determination level of needs assistance or lower for two consecutive years to access technical assistance. Texas was one of those states that received such notification.

Each State identified as needing assistance for two consecutive years is responsible for determining the technical assistance appropriate to meet the State's improvement needs and for informing OSEP, in the next Annual Performance Report (APR), of the technical assistance sources from which the State received assistance, and what actions the State took as a result of that technical assistance. A State's use of any technical assistance resources, including services and products, is voluntary, even if the State is required by its June 2008 Determination Letter to access technical assistance.

This technical assistance may take numerous forms including but not limited to the following:

- Assistance from OSEP
- Other offices of the USDE
- OSEP's Technical Assistance Centers
- Advice by Experts to address the areas in which the state needs assistance
- Designating and using distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, technical assistance and other support.

FFY 2007 and 2008 Technical Assistance Update

As part of the consequence of the State's determination level of Needs Assistance or lower for two consecutive years, the State is required to report in its Annual Performance Report technical assistance it sought during the reporting period.

In addition to participating in the regularly scheduled monthly technical assistance calls with OSEP, the following technical assistance was received for SPP Indicators:

All Indicators

- TEA staff attended the National Accountability Conference and OSEP Leadership Conference and SERRC Regional Meeting, August 2008
- TEA attended the SERRC Regional General Supervision Forum with presentations and invited guests, Ruth Ryder, OSEP and Data and Accountability Center (DAC) representatives, October 2008

Indicators 6, 7*, 12*, 15*

- TEA staff attended Early Childhood Outcomes Conference, August 2007
- TEA staff participated in National Early Childhood Conference, December 2007
- TEA staff participated in National Early Childhood Technical Assistance Center (NECTAC) Conference Call, May 2008
- TEA staff attended the Southeast Regional Resource Center (SERRC) Regional Early Childhood Forum with presentations and invited guests, OSEP, NECTAC, and Data Accountability Center (DAC) representatives, October 2008
- TEA staff attended the National Early Childhood Conference and SERRC Regional Meeting, December 2008

Indicators 9* and 10*

- TEA staff attended *Indicators 9-10 Disproportionality* presentation, IDEA Part B/C Data Managers Meeting, June 2008
- TEA staff participated in a SERRC facilitated regional teleconference for state-to-state discussion in addressing APR, Indicators 9 and 10, and presentation by Georgia, regarding disproportionality, disproportionate representation, data systems and issues, and comprehensive early intervening services (CEIS) funding, November 2008

Indicators 11*, 12*, 13*, 20*

- TEA staff participated in SERRC webinar/conference call on requirements and methods for collecting district/local-level data to improve a state's existing data collection system. Presentations were by Florida, Georgia, and the DAC, December 2008

Indicator 12*

- TEA staff attended *Indicator 12: Early Childhood Transition* presentation, IDEA Part B/C Data Managers Meeting, June 2008

Indicators 13* and 14*

- TEA staff participated in the National Post School Outcomes (NPSO)/National Association of State Directors of Special Education (NASDSE) Conference Call, May 2008

Indicator 15*

- TEA staff attended the OSEP Leadership Meeting, August 2007
- TEA staff attended the *Collecting, Verifying and Using High-Quality Part B Monitoring Data* (presentation); *General Supervision and Monitoring, Indicator 15* presentation, IDEA Part B/C Data Managers Meeting, June 2008

Indicators 16-19

- TEA staff attended the *Dispute Resolution Data, Part B* presentation, IDEA Part B/C Data Managers Meeting, June 2008
- TEA staff participated in a SERRC facilitated regional teleconference with CADRE about dispute resolution data and improvement activities in preparing for the next APR submission considering implications for this cluster of indicators as an increasingly integrated system and continuum of dispute resolution, November 2008

Indicator 20*

- TEA staff attended the *Managing IDEA Data Transition: DANS to ED Facts* presentation, IDEA Part B/C Data Managers Meeting, June 2008
- TEA staff attended in SERRC Data Managers Meeting, November 2007
- TEA staff participated in SERRC Data Managers Conference Call, May 2008

* Indicator required “next steps” in the State’s FFY 2006 SPP/APR Response Table

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://ritter.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://ritter.tea.state.tx.us/ESC/>).

District performance against the state targets in the State Performance Plan is reported in the [District Profiles webpage](#). Profiles are updated each spring. State performance against state targets is reported in the APR which is posted to the web each spring after final approval of the APR from OSEP. Complete information about the SPP/APR, SPP/APR Reports, State Targets, District Public Reporting, and State Performance Plan can be found on the TEA website at <http://ritter.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 1 (Graduation), 2 (Dropout), 4 (Suspension and Expulsion Rates), 5 (Education Environment, Ages 6-21), 6 (Education Environment, Ages 3-5), 7 (Early Childhood Outcomes), 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://ritter.tea.state.tx.us/special.ed/spp/spptargets.html>.

The TEA worked with an outside consultant to strengthen the process for determining meaningful and attainable targets. Recommendations are under review.

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://ritter.tea.state.tx.us/special.ed/spp/sampling.html> and within the narratives of the specific indicators.

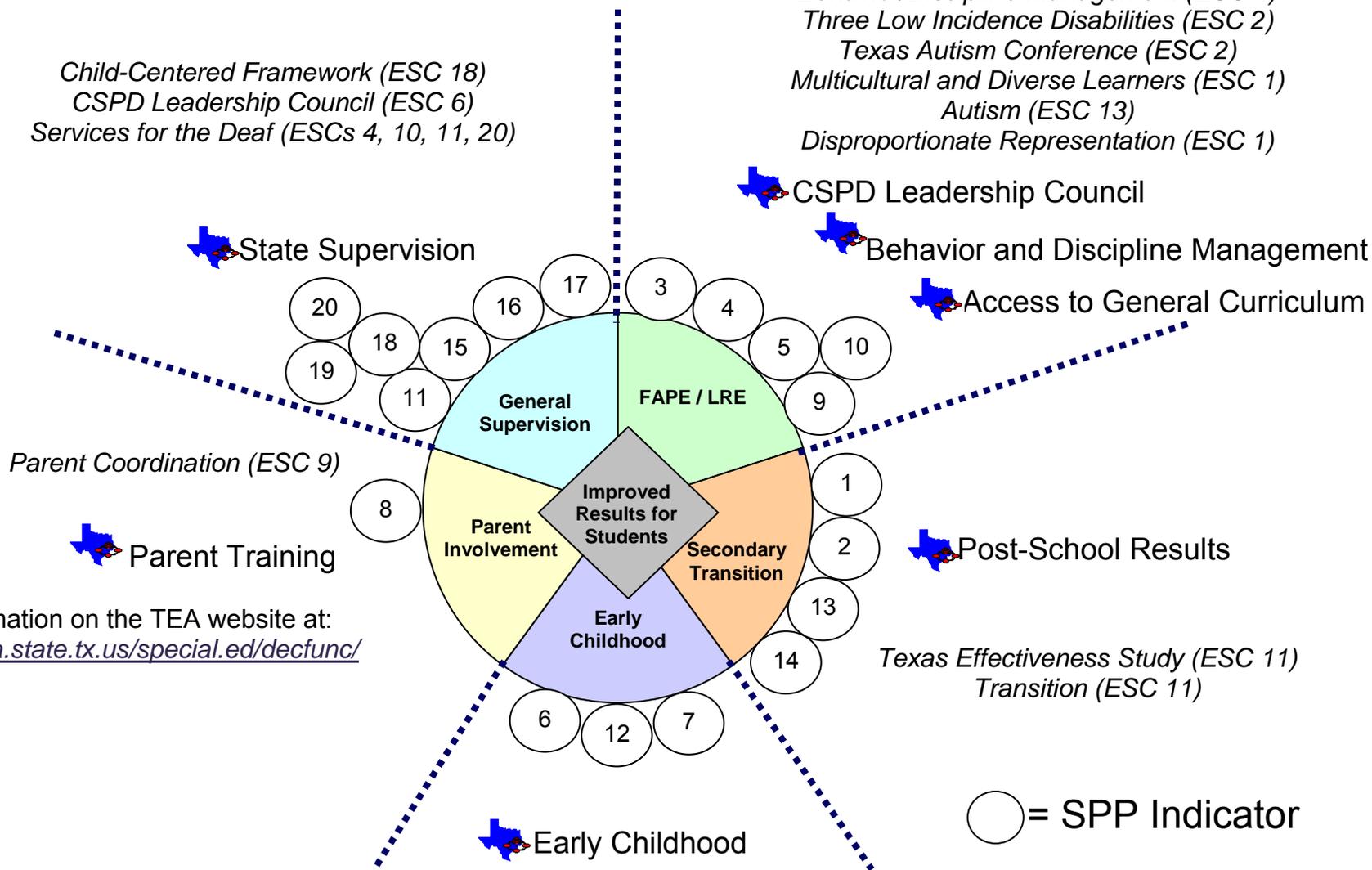
SPP/APR Reports

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

Alignment of TCIP Improvement Groups and ESC Statewide Leadership Functions and 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://ritter.tea.state.tx.us/special.ed/defunc/>

Part B State Annual Performance Report (APR) for 2007

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
2007	94.6% of students with disabilities graduate from high school with a regular diploma.

Actual Target Data for FFY 2007:

Class	Cohort	Graduated	%
2007 (2006-07)	34,845	24,513	70.3%
2006 (2005-06)	34,176	24,851	72.7%
2005 (2004-05)	33,408	24,974	74.8%
2004 (2003-04)	31,491	23,750	75.4%

Source: Academic Excellence Indicator System (AEIS) Datasets

Table 2: 4-Year Graduation Rates for All Students			
Class	Cohort	Graduated	%
2007 (2006-07)	290,662	226,712	78.0%
2006 (2005-06)	283,698	227,975	80.4%
2005 (2004-05)	271,218	227,755	84.0%
2004 (2003-04)	270,911	229,133	84.6%

Source: Academic Excellence Indicator System (AEIS) Datasets

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

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 dropout indicator. Specific improvement activities related to these areas include all the activities listed in Indicator 1 (Graduation).

FFY 2007 Technical Assistance Update

As part of the consequence of the State's determination level of Needs Assistance or lower for two consecutive years, the State is required to report in its Annual Performance Report technical assistance it sought during the reporting period.

In addition to participating in the regularly scheduled monthly technical assistance calls with OSEP, the following technical assistance was received for this indicator:

- TEA staff attended the National Accountability Conference and OSEP Leadership Conference held in Baltimore, Maryland in August, 2008. The conference provided OSEP guidance, clarification, technical assistance, and presentations related to indicators in the SPP/APR. Additionally, the conference afforded TEA staff the opportunity to network with other states in regard to their approach, experience and activities associated with the indicators.

Education Service Center (ESC) Statewide Leadership Improvement Activities

Designated ESCs are responsible for establishing and coordinating a 20-region network, which ensures ongoing communication among ESCs about state-level, planning, implementing, and evaluating statewide activities and needs assessment processes. The 20-region network for each of the leadership areas provides training and technical assistance to districts throughout the state. Statewide leadership focused on specific activities related to Indicators 1, 2, 3, 4, 5, 13, and 14.

Improvement Activities have been divided into three categories:

- **Conference/Meeting Participation**
Staff attend conferences to gain knowledge and expertise which is shared throughout the 20-region network. Staff facilitates meetings to gather and share information for continuous improvement.
- **Technical Assistance**
Technical assistance can take on many forms from fielding phone calls, communication at monthly director's meeting, developing guidance for the web, etc.
- **Training**
All training was developed and delivered to educators, parents and/or students. Annual training is updated to reflect new federal and state rules and regulations.

Access to the General Curriculum (AGC)

The AGC Network has developed a framework for statewide collaboration through a comprehensive planning process. The primary purpose of this process is to organize and conduct professional development and technical assistance to facilitate all students with disabilities gaining access to and showing progress in the general curriculum based on the Texas Essential Knowledge and Skills (TEKS) through curricular and instructional adaptations in the least restrictive environment (LRE).

The following continuous efforts and improvement activities were completed in 2007-08:

Conference/Meeting Participation

- Inclusion Works (IW) Conference
The 15th Annual Inclusion Works Conference held on February 20-23, 2008 was 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.

Technical Assistance

- Targeted LRE Support
The AGC Network supported districts with LRE data concerns through a data analysis process designed to use with districts that have exceeded 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). The data source used to target districts is within the Performance Based Monitoring Analysis System (PBMAS) located at: <http://ritter.tea.state.tx.us/pmi/pbm>. Based on assignment of performance level 3 in PBMAS Indicators 7 and 8, districts will be targeted for support. AGC Network members provided technical assistance to implement successfully the AGC activities related to Indicators 7 and 8 within the PBMAS Continuous Improvement Plan.
- LRE Question and Answer (Q and A) Document for Administrators and Brochure for Parents
To clarify and understand the basic laws surrounding FAPE in the LRE, the AGC Network developed the LRE brochure as a resource for parents and educators. The network revised the brochure in 2004-05 to include changes in transition regulations and to align with IDEA 2004 and the State Commissioner Rules. This brochure is now available online in English and Spanish on the ESC Region 20 website.

- Standards-Based IEP Guidance

The AGC Network worked in coordination with the TEA Policy Team to provide guidance for districts related to developing and implementing standards-based IEPs. The purpose of this guidance was to build awareness among parents, teachers, and administrators regarding 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. This guidance includes regulations and state/national resources and is available online in English and Spanish on the ESC Region 20 website.

Training

- Four Step Process with Students with Significant Cognitive Disabilities

The training was a collaborative effort with the Three Low Incidence Disabilities (3LID) 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).

- Power of Two (TOT)

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

- AGC Training Modules and Video Series

The training modules have been developed for promoting understanding, knowledge, and skills among administrators, educators, and parents so that students with disabilities have greater access to the general education curriculum, have opportunities to develop meaningful social relationships and friendships, and engage in meaningful and relevant instruction.

Assistive Technology (AT)

The Texas Assistive Technology Network (TATN) works 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 collaboration to provide professional development and technical assistance focused on training, products, and services that:

- builds district capacity in assistive technology knowledge and skills,
- promotes strategies for building the literacy skills of all students, and
- aligns with statewide literacy initiatives.

The following continuous efforts and improvement activities were completed in 2007-08:

Technical Assistance

- Provided capacity-building training based on research-based strategies and best practices in assistive technology by sponsoring the following continuing activities:
 1. Two face-to-face, hands-on trainings for ESC assistive technology (AT) specialists
 2. Two TETN broadcasts of nationally recognized leaders in the field of AT for ESC AT specialists and districts
 3. Two regional AT cluster conferences to provide national-level speakers and multilevel training opportunities for educators and parents
 4. Updates and revisions to existing modules with pertinent new information
- Developed materials and online information sessions/interviews for the TATN website. These materials included:
 1. Accessible Instructional Materials
 2. Response to Intervention

3. Universal Design for Learning
4. Podcasts from conferences

Autism

ESC region 13 is the state lead for the Texas Initiative for Autism Training. In conjunction with the Texas Education Agency, the Texas Statewide Leadership for Autism (www.txautism.net) is providing a mechanism to access training, technical assistance, support, and resources for educators who serve students with autism. An established network of the 20 ESCs carried out the initiative.

The following continuous efforts and improvement activities were completed in 2007-08:

Technical Assistance

- Recommended Practices Manual
Initiated the process for creating a web-based resource to include diagnostic considerations, instructional/behavior management strategies, and recommended practices and ARD committee considerations.
- Website
Developed, expanded, and updated a website, which includes information related to diagnosis, current research, recommended practices, evidence-based practices, state/national organizations, and state/national conferences.

Training

- Current Training Options
A study was conducted of current training options available through the 20 ESCs and other entities throughout the state to identify barriers and concerns related to access to these trainings.
- Core Trainings
Region XIII delivered a continuum of scientifically based training to meet the variety of needs state wide through the Fall of 2008.
- Needs Assessment for Determining Training Needs
- Began to gather data and resources to develop a Training Needs document for administrators/ Admission, Review, and Dismissal (ARD) committees to use to determine if training is required on any strategies described in a student's IEP.

Behavior and Discipline Management

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 following continuous efforts and improvement activities were completed in 2007-08:

Conference/Meeting Participation

- Facilitated the TBSI Statewide Conference held in San Antonio, Texas on June 15-17, 2008. Sessions included:

1. Potential impact of cultural differences on student behavior
 2. Use of culturally-sensitive positive behavior supports
 3. Research-based discipline practices for culturally/ethnically diverse student populations
 4. Mental health needs of culturally/ethnically diverse student populations
 5. Showcase of TBSI Implementation districts/campuses
- Attended two national behavior conferences: Positive Behavior Interventions and Support Conference and Association for Positive Behavior Support Annual Conference.
 - Organized and facilitated Texas Collaborative for Emotional Development in Schools (TxCEDs) stakeholder meetings.

Technical Assistance

- Sponsored and facilitated network meetings and network subcommittee meetings (three times annually).
- Gathered and disseminated relevant information related to the suspension and expulsion of students with disabilities.
- Facilitated the collection and analysis of regional data from TBSI School-wide Implementation campuses using the School-wide Positive Behavior Support Evaluation Template located in Module 7 of the TBSI School-wide manual or at <http://pbsi.org/tools.htm>.
- Continued technology and logistical support of TBSI Online Modules 1-4 and developed and disseminated TBSI Online Modules 5 and 6.
- Produced and disseminated the Discipline Flow Chart for Students with Disabilities.
- Maintained TBSI website and updated the website to include applicable SPP indicators and related resources.
- Developed training modules and public awareness information regarding the TxCEDs model.
- Designed and disseminated a statewide need assessment to identify perceptions of educators, parents, and agency personnel regarding mental health needs of children and potential barriers to student learning and performance. Prepared and disseminated a comprehensive report.
- Coordinated the development of a comprehensive literature and resource review regarding diversification of funding sources for sustaining school-based mental health efforts.
- Network collaborated with the Multicultural/Diverse Learners network to align efforts.

Evaluation Network

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 receive a thorough and timely full individual evaluation. This purpose also applies to current students with disabilities who require new or reevaluations.

The following continuous efforts and improvement activities were completed in 2007-08:

Conference/Meeting Participation

- Attended Statewide Evaluation Personnel Conference and the LRP National Institute.

Technical Assistance

- Completed development of the TOT module which addresses linking full individual evaluation results to instruction and trained the network on this module.
- Developed a guidance document for Child Find purposes which may be used with all eligibility age students who are suspected of having a disability.

- Developed 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 of Early Transition (KEET)
<http://ritter.tea.state.tx.us/special.ed/keet.html>.
- Completed the development of the TOT module which addresses a process for evaluating students who are culturally and linguistically diverse and disseminated the training materials to network members.

High School / Transition Services

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.

The following continuous efforts and improvement activities were completed in 2007-08:

Conference/Meeting Participation

- Network members attended the Texas Transition Institute sponsored by Texas A&M University, ESC Region VI in Huntsville, the Texas Effectiveness Study, and the Texas High School Transition Network.
- Network members attended the Secondary Transition State Planning Institute facilitated by the National Secondary Transition Technical Assistance Center (NSTTAC). Over the last year, phone calls and emails directed to NSTTAC to clarify Indicator 13 issues, gain a better understanding of postsecondary goals, age appropriate transition assessment, and data collection for Indicator 13.
- Network members received training in the development of the 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.

Technical Assistance

- Facilitated joint agency and ESC trainings for collaboration between districts and agencies.
- Enhanced the transition website in order to disseminate information statewide.

Training

- Texas General Transition Training (Texas Transition) focused on:
 - 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 activities in the IEP that support post-school goals
 - Collaboration and coordination of interagency transition services
- “Leaving a Clear Trail” – Destination: Accurate Academic Achievement Record (AAR). The AAR 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)).
- Transition Planning for Students (Training of Trainers) focused on:
 - Understanding of the relationship of the transition process to the IEP
 - Transition planning in alignment with the student’s vision/postsecondary 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) focused on:
 - Understanding laws governing transition process
 - Understanding transition process
 - Understanding of parent and student roles in transition process

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 following continuous efforts and improvement activities were completed in 2007-08:

Conference/Meeting Participation

- Attended the training of trainers for two of the six training modules developed by the National Center for Culturally Responsive Educational Systems (NCCRESt): Collection and use of Evidence, and Collaborative Leadership Team-Systemic Change.

Technical Assistance

- Focused Support to Districts with Disproportionate Representation
Network Members provided 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 13 and 14 of the state monitoring system:
<http://ritter.tea.state.tx.us/pbm/2008PBMASManualFinal.pdf>
- Distributed current research articles and resources in the area of diversity and special education issues.
- Developed and maintained the MDL webpage with links to national and state resources.

Texas Initiative for Disproportionate Representation in Special Education

ESC Region 1 is the state lead for the Texas Initiative for Disproportionate Representation in Special Education. Region 1 has worked with TEA to determine, establish, and maintain this initiative, which will provide for the research, technical assistance, and advisement to the state regarding disproportionate representation in special education programs. The ESC collaborates with a network of the 20 ESCs in carrying out this initiative.

The following continuous efforts and improvement activities were completed in 2007-08:

Conference/Meeting Participation

- Facilitated a stakeholder meeting for the purpose of obtaining feedback regarding the data and formula used to determine disproportionate representation.

Technical Assistance

- Conducted ongoing research of current strategies, trainings, and information related to addressing disproportionate representation in special education programs at a national and state level.
- Developed and maintained a web-based resource guide for use by districts, schools, and programs.
- Studied current methodologies for reviewing statewide and regional placement data and

provided advisement to TEA related to improvement.

Three Low Incidence Disabilities (3LID)

The Three Low Incidence Disabilities (3LID) network provided training to build capacity to meet the needs of students who are medically fragile, deaf blind, and/or have significant cognitive disabilities. Additional information regarding the 3LID network is available on the ESC3 website at <http://www.esc3.net/content/blogcategory/146/462/>.

Each ESC has a Deaf blind Specialist who is responsible for facilitating professional development training and support for teachers and staff to meet the needs of these students. 3LID is also part of the Texas Deaf blind Project led by the Texas School for the Blind and Visually Impaired (TSBVI).

The following continuous efforts and improvement activities were completed in 2007-08:

Conference/Meeting Participation

- Attended The Association for Severe Handicaps (TASH) Conference.

Technical Assistance

- Early Literacy Skills Builder
Initiated the Early Literacy Skills Builder project with 80 district teams from across the state, each provided with training and a new curriculum. Each team identified one or two target students and submitted progress data to the project. The curriculum is research-based and designed for students with significant disabilities to access the general curriculum in Kindergarten through third grade.
- Provided 80 Early Literacy Skills Builder curriculum sets to selected project teams across the state.
- Provided an update on Math and Science materials developed for students with significant disabilities (secondary level).
- Initiated the "Communication" Project with 80 project teams across the state, each team completed training on Tactile Teaching Strategies. Each team identified target students and submitted progress data using the Communication Matrix.
- Provided the Tactile Teaching Strategies to Students with Visual and Multiple Impairments book and DVD to 80 projects teams across the state.
- Presented Training on Tactile Teaching Strategies to Students with Visual and Multiple Impairments in collaboration with the Visual Impairment network that supported the project teams in their regions.

Training

- Developed a training module (TOT) on "Teaching Literacy to Students with Significant Disabilities" for use by network members

Other Statewide Activities

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).

These activities occur in the general education setting as schools assist struggling students prior to and in lieu of a referral to special education. Local education agency (LEA) general and special education staff will need to coordinate and collaborate in developing a process implementing this framework.

Stakeholders in both general and special education are continuing the dialogue necessary to establish the framework for addressing the needs of all struggling students. The crossover between general education and special education implicit in RtI and the related activities described above will require a blending or “braiding” of programs and issues in order to maximize resources and avoid duplication of efforts. Braided Services describes 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.

The Council of Chief State School Officers, in coordination with other national organizations who work cooperatively with the Office of Special Education Programs (OSEP), the Office of Elementary and Secondary Education (OESE), and the Office of English Language Acquisition (OELA), sponsored a National Summit on RtI Implementation. Texas representatives attended this conference in Washington, D.C. in December 2007.

The conference sponsors invited six-person teams from each of the states, which included each state’s chief school officer, and representatives from Special Education and Reading First. The remainder of the team was determined at the state level. Texas included participants from the TEA divisions of Curriculum, NCLB Coordination, and College and Career Readiness. In addition, state affiliates of national organizations were invited as allies in support of the RtI initiative.

The Texas team; Response to Intervention Coordinating Council (RtICC), was established and continues to meet on a monthly basis to discuss the realities and priorities for the state. While the RtI framework is a dynamic method to assist struggling learners, different systemic changes at the local level from campus to campus are required.

The following continuous efforts and improvement activities were completed in 2007-08:

Conference/Meeting Participation

- The RtI Coordinating Council meets on a monthly basis to discuss priorities for the state.

Technical Assistance

- Guidance Document
Developed a web-based guidance document to provide information to districts regarding use of RtI strategies to address needs of struggling learners.
<http://ritter.tea.state.tx.us/curriculum/RtI/index.html>
- Data Collection
Information regarding the implementation of RtI was collected from every district and open-enrollment charter school via a data/information collection tools/system in collaboration with the 20 ESCs.

Training

- TOT RtI Activity
In collaboration with the 20 ESCs, a trainer of trainers content delivery and web-based training/learning models regarding the establishment and implementation of systems of RtI will be developed.

II. Explanation of Progress or Slippage

The Class of 2007 graduation rate for students with disabilities (70.3%) decreased from the Class of 2006 (72.7%). This is reflective of the decrease in the graduation rate for all students (80.4% to 78%). This decrease can be attributed to rigorous graduation requirements and performance on exit level assessments. A complete description of the State’s graduation and dropout rates can be found in the report *Secondary School Completion and Dropouts in Texas Public Schools 2006-07* which can be found on the TEA website at: http://ritter.tea.state.tx.us/research/pdfs/dropcomp_2006-07.pdf

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

I. Targets

FFY 2008 Target Revision: 74% (increase by 2% per year)

Justification:

The previous target (96.4%) was aligned to a TEA Performance Measure set by the Texas Legislature that no longer exists. A revised target was presented to the Texas Steering Committee for discussion in November 2008. The revised target corresponds to half the difference between the current state graduation rate for all students (78%) and for students receiving special education services (70%).

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 Annual Performance Report (APR) including:

- Indicator 2: Dropout 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 graduation indicator.

FFY 2008 Technical Assistance Update

As part of the consequence of the State's determination level of Needs Assistance or lower for two consecutive years, the State is required to report in its Annual Performance Report technical assistance it sought during the reporting period.

In addition to participating in the regularly scheduled monthly technical assistance calls with OSEP, the following technical assistance was received for this indicator:

- TEA staff will attend the SERRC Regional Early Childhood Forum with presentations and invited guests, OSEP, National Early Childhood Technical Assistance Center (NECTAC), and Data and Accountability Center (DAC) representatives (October 2008)

Specific improvement activities have been grouped by statewide leadership function/project. Improvement activities with a status of "Continuing" are planned through the 2010-11 school year.

Access to the General Curriculum

The Access to General Curriculum network will implement the following improvement activities:

Conference/Meeting Participation	Timeline	Status
<ul style="list-style-type: none"> • Inclusion Works (IW) Conference The 16th Annual Inclusion Works Conference will be held February 25-28, 2009. 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 	February 2009	Continuing

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.		
<ul style="list-style-type: none"> Conduct two AGC Network Meetings 	September 2008 and February 2009	Continuing
<ul style="list-style-type: none"> TETNs Updates The purpose of the Network and TETN meetings is to revisit the Target LRE process throughout the year at all AGC scheduled meetings and to review the implementation of new modules within the region. 	December 2008, March 2009, and June 2009	Continuing

Technical Assistance	Timeline	Status
<ul style="list-style-type: none"> Targeted LRE Support The AGC Network supported districts with LRE data concerns through data analysis 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 LRE settings (PEIMS Code 40, 41, 42). AGC Network members will provide technical assistance to implement successfully the AGC activities related to Indicators 7 & 8 within the Performance Based Monitoring Analysis System (PBMAS) Continuous Improvement Plan. 	November 2008 – May 2009	Continuing
<ul style="list-style-type: none"> Standards-Based IEPs Training Module The AGC Network will work in coordination with the following Networks: Multicultural and Diverse Learners Network (MCDL), Texas Assistive Technology Network (TATN), and Three Low Incidence disabilities Network (3LID) to develop a training module for Standards Based IEPs. The purpose of this module is to provide a training that meets both state and federal regulations and best practices for districts to follow when developing standards based IEPs. 	January 2009	New

Training	Timeline	Status
<ul style="list-style-type: none"> Texas State Assessments Training Module The AGC Network will develop a training module to address Texas State Assessments: TAKS Accommodated and TAKS-M. The intent of the training is to help students be successful with state assessments and to provide best practices to encourage the use of differentiated instruction in the classroom. 	May 2009	New
<ul style="list-style-type: none"> Update Training Modules and Videos The AGC Network will be responsible for updating the AGC Training Modules and Videos. The AGC Network will also collaborate with the Multicultural and Diverse Learners Network (MCDL) to make connections between the ABC Training Modules and the Responding Educationally to All Learners (REAL) Modules. Focus will be on Module 1: Developing Cultural Proficiency and Module 4: Designing Instruction for Diverse Learners. 	April 2009	New

Assistive Technology

The Texas Assistive Technology Network will implement the following improvement activities:

Technical Assistance and Training	Timeline	Status
<ul style="list-style-type: none"> Provide training, updates, and technical assistance on funding 	August 2007 – September 2008	Continuing
<ul style="list-style-type: none"> Provide training, updates, and technical assistance on Adequate Yearly Progress reporting 	August 2007 – September 2008	Continuing
<ul style="list-style-type: none"> Provide training, updates, and technical assistance on monitoring 	August 2007 – September 2008	Continuing
<ul style="list-style-type: none"> Provide technical assistance on data analysis 	August 2007 – September 2008	Continuing

Autism

The Texas Initiative for Autism Training Network will implement the following improvement activities:

Conference/Meeting Participation	Timeline	Status
<ul style="list-style-type: none"> Conduct Autism Network Meetings 	October 2008, February and May 2009	Continuing
<ul style="list-style-type: none"> Continue to participate in national summits/conferences regarding autism 	November 2008 – August 2009	Continuing

Technical Assistance and Training	Timeline	Status
<ul style="list-style-type: none"> After reviewing the results of the survey regarding barriers and concerns related to accessibility of autism trainings, a focus group will determine solutions to barriers and publish a report via the website. 	October 2008	Continuing
<ul style="list-style-type: none"> Core Trainings regarding various aspects of autism trainings will be developed and made accessible via the web site as well as available at all 20 ESCs in order to ensure the dissemination of information throughout the state. 	September 2008 – August 2009	New
<ul style="list-style-type: none"> Needs Assessment for Determining Training Needs Utilizing student data, staff knowledge, and local/regional resources, a Training Needs document will be developed for administrators/ Admission, Review, and Dismissal (ARD) committees to use to determine if training is required on any strategies described in a student's IEP. 	March 2009	New
<ul style="list-style-type: none"> Recommended Practices Manual Create a web-based resource to include diagnostic considerations, instructional/behavior management strategies, recommended practices, and ARD committee considerations. 	December 2008	Continuing
<ul style="list-style-type: none"> Update, expand, and maintain a website, which will include information related to diagnosis, current research, recommended practices, evidence-based practices, state/national organizations, and state/national conferences. 	September 2008 – August 2009	Continuing
<ul style="list-style-type: none"> National Professional Development Center (NPDC) Grant Develop an application for a technical assistance grant from The National Professional Development Center on Autism Spectrum Disorders. While the grant does not bring funding into the State, it provides professional development and technical assistance aimed at evidence-based practices that will support the Autism Initiative at ESC Region XIII. 	May 2009	New

Behavior and Discipline Management

The Texas Behavior Support Initiative Network will implement the following improvement activities:

Conference/Meeting Participation	Timeline	Status
<ul style="list-style-type: none"> Facilitate planning meetings for campus teams participating in the TBSI School wide Discipline project. 	November 2008 – May 2009	Continuing
<ul style="list-style-type: none"> Participate in the Statewide Behavior and Discipline Management Network. 	November 2008 – June 2009	Continuing
<ul style="list-style-type: none"> Attend, facilitate, and sponsor district presentation at state TBSI Conference 	June 2009	Continuing

Technical Assistance and Training	Timeline	Status
<ul style="list-style-type: none"> Develop a leadership academy for campus administrators to address topics of disciplinary actions for students with disabilities. 	January 2009 – May 2009	New
<ul style="list-style-type: none"> Conduct 11 on-site campus Common Area Observation for campuses participating in the TBSI School wide Discipline Project. 	November 2008 – February 2009	Continuing
<ul style="list-style-type: none"> Facilitate online TBSI training and documentation of completion. 	October 2008 – September 2009	Continuing

Disproportionate Representation

The Texas Initiative on Disproportionate Representation Network will implement the following improvement activities:

Technical Assistance and Training	Timeline	Status
<ul style="list-style-type: none"> Maintain Resource Guide regarding disproportionate representation with on-going research of best practices for use by districts. 	September 2008 – August 2009	Continuing
<ul style="list-style-type: none"> Continue data analysis from the Performance Based Monitoring Analysis System related to disproportionate related to disproportionate representation and the interface with SPP/APR data. 	January– June 2009	Continuing
<ul style="list-style-type: none"> Develop guidance regarding use of EIS funds based on agency data and information collected from districts utilizing EIS funds. 	December 2008	New
<ul style="list-style-type: none"> Define disproportionality in terms understood by the public. 	December 2008	New
<ul style="list-style-type: none"> Maintain web site with current information regarding rules, calculation method, links to national and state resources, and updates on resource tools. 	September 2008 – August 2009	Continuing

Evaluation

The Evaluation Network will implement the following improvement activities:

Technical Assistance and Training	Timeline	Status
<ul style="list-style-type: none"> Each ESC will offer training within the regions on the module <i>Building the Bridge Between FIE and Instruction</i> 	September 2008 – August 2009	Continuing
<ul style="list-style-type: none"> Purchase of resource books for leadership team to use in book studies, development of trainings, and technical service to evaluation personnel within the regions: <i>The Child Clinician's Report Writing Handbook, The ABCs of CBM- A Practical Guide to Curriculum-Based Measurement, and Functional Education</i> 	October 2008	Completed

<i>Evaluation: Look At All We Can Do</i>		
<ul style="list-style-type: none"> Each ESC will offer training for evaluation staff within the regions on the module <i>Disproportionality in Special Education</i>. 	September 2008 – August 2009	Continuing
<ul style="list-style-type: none"> Statewide Leadership for Evaluation will work collaboratively with the Texas Assistive Technology Network (TATN) to provide: <ul style="list-style-type: none"> Informal web links for IEP teams to help in determining accommodations for the classroom and for state assessment (TAKS) Specific and directed links on respective state lead web pages in relation to accommodations for assessment and assistive technology Development of a FAQs online document to address general questions around assessment and assistive technology. Networking and resource development via a face-to-face collaboration of network leadership members. This meeting will be adjacent to the Special Education Directors and state lead meeting 	September 2008 – August 2009	Continuing
<ul style="list-style-type: none"> Statewide Leadership for Evaluation will work collaboratively with the Three Low Incidence Disabilities (3LID) network by linking to their website to access the following documents: <ul style="list-style-type: none"> The updated “Assessment & Curriculum Matrix List of appropriate evaluation tools for use when evaluating students with low incidence disabilities (this is currently under-development by the 3LID network) 	January 2009	Completed
<ul style="list-style-type: none"> Statewide Leadership for Evaluation will work collaboratively with Multicultural Diverse Learners (MCDL) network by: <ul style="list-style-type: none"> Attending training hosted by MCDL and presented by NCCRESt (National Center for Culturally Responsive Educational Systems) on “Cultural Response to RTI” Statewide Leadership for Evaluation will provide a copy of the newly developed training module <i>“Disproportionality in Special Education”</i> to MCDL state lead. MCDL network will share the updated REAL (Responding Educationally to All Learners) modules. 	September 2008	Completed
<ul style="list-style-type: none"> Statewide Leadership for Evaluation will work collaboratively with Legal Frameworks for the Child-Centered Process by: <ul style="list-style-type: none"> Attending the training on the “Documentation Toolbox” to turn it around at the respective ESCs 	September 2008	Completed
<ul style="list-style-type: none"> Develop a web page for the Statewide Leadership to be available for evaluation personnel, teachers, parents, and other interested parties. 	October 2008	Completed
<ul style="list-style-type: none"> Update the <i>“Ready, Set, Go: Training for New Evaluation Personnel”</i> module to meet current legal updates and to provide additional resources. 	March 2009	Continuing
<ul style="list-style-type: none"> Conduct 2 network meetings that will focus on Training on Cross-Battery Assessment & Report Writing which will members will turn around in their regions to build capacity with districts. Also finalize Statewide Evaluation Project (SWEP) 2009 and begin making plans for SWEP 2010 	March 2009	Continuing

High School / Transition

The Secondary Transition Network will implement the following improvement activities:

Conference/Meeting Participation	Timeline	Status
<ul style="list-style-type: none"> Attend the Secondary Transition State Planning Institutes facilitated by the National Secondary Transition Technical Assistance Center (NSTTAC). Attend the Making Connections Institute facilitated by NSTTAC, the National Post-School Outcomes Center, OSEP, and the National Dropout Prevention Center; the Division on Career Development and Transition Regional conference; and the Texas Transition Conference. Participate in the conference call to the technical assistance center at the University of North Carolina will facilitate a verification of Texas transition activities and opportunities for further growth. Attend training given by Elena Gallegos with Walsh, Anderson Brown, Schulze, and Aldridge on the Texas Legal Framework in relation to how the IEP reflects state and federal law. 	November 2008 – May 2009	Continuing

Technical Assistance and Training	Timeline	Status
<ul style="list-style-type: none"> General transition training, student training, and parent training which include new rules and regulations; self-determination; coordinated goals and activities for the attainment of post-school activities. Advocacy of the parents and the students in the IEP process is also included. Training on data collection and analysis of data for Indicator 13 to all districts in the state <ul style="list-style-type: none"> AAR (Academic Achievement Record) training Texas Transition Parents and the Transition Process Transition Planning for Students Summary of Performance Postsecondary Goals Transition Assessment 	September 2008 – August 2009	Continuing
<ul style="list-style-type: none"> Facilitating joint agency and ESC trainings for the collaboration of districts and agencies 	February 2009	Continuing
<ul style="list-style-type: none"> Enhancement of the transition website in order to disseminate information statewide 	September 2008	Continuing
<ul style="list-style-type: none"> Enhancement of higher education connection for focus on postsecondary education 	September 2008 – August 2009	Continuing

Multicultural and Diverse Learners

The Multicultural and Diverse Learners Network will implement the following improvement activities:

Conference/Meeting Participation	Timeline	Status
<ul style="list-style-type: none"> Conduct 2 Network Meetings. 	October 2008 and January 2009	Continuing
<ul style="list-style-type: none"> Continue to participate in national summits/conferences regarding disproportionality 	September 2008 – August 2009	Continuing

Technical Assistance and Training	Timeline	Status
<ul style="list-style-type: none"> Training of Trainers on the National Center for Culturally Responsive Education Systems (NCCRESt) Culturally 	September 2008	Continuing

Responsive to Intervention Module to the 20 Network teams to ensure dissemination of information throughout the state.		
<ul style="list-style-type: none"> Product Development In order to have a more user-friendly format, the MDL will revise the content and context of the Responding Educationally to All Learners (REAL) utilizing feedback from the Evaluation Project, trainings from the NCCRESt, and review of the recent literature. 	March 2009	New
<ul style="list-style-type: none"> Focused Support to Districts with Disproportionate Representation Network Member will provide focused support to districts with disproportionate representation as identified by SPP Indicators 9 and 10 and/or those LEAS obtaining a Performance Based Monitoring Analysis System (PBMAS) performance level of 3 on Indicators 13 and 14 of the state monitoring system: http://ritter.tea.state.tx.us/pbm/2008PBMASManualFinal.pdf 	September 2008 – August 2009	Continuing
<ul style="list-style-type: none"> Develop and maintain a MDL web page with links to national and state resources. 	September 2008 – August 2009	Continuing
<ul style="list-style-type: none"> Distribute current research articles and resources in the area of diversity and special education issues. 	September 2008 – August 2009	Continuing

Three Low Incidence Disabilities

The Three Low Incidence Disabilities (LID) Network will implement the following improvement activities:

Technical Assistance and Training	Timeline	Status
<ul style="list-style-type: none"> Provide TA to (LID) “Early Literacy Skills Builder” project teams in Region 3 	October 2008 – September 2009	Continuing
<ul style="list-style-type: none"> Participation in Statewide Leadership networks (3LID, TATN, DHH, Autism) 	October 2008 – September 2009	Continuing
<ul style="list-style-type: none"> “Teaching Literacy to Students with Significant Disabilities” modules training 	December 2008	New

Other Statewide Activities

Response to Intervention (Rtl)

The TEA will implement the following improvement activities related to Rtl:

Technical Assistance and Training	Timeline	Status
<ul style="list-style-type: none"> Response to Intervention- Incorporation of Positive Behavior Supports 	November 2008	Continuing
<ul style="list-style-type: none"> RTI – The Role of the Counselor in the Support of PBS at All Levels 	September 2008	New
<ul style="list-style-type: none"> Provide training on the integration of academic and behavioral interventions within a Response to Intervention (Rtl) model 	August 2008	Continuing
<ul style="list-style-type: none"> Funding Guidance Document Developed a funding document to identify possible funding sources currently available to districts for the implementation of Rtl. 	February 2009	New

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

Part B State Annual Performance Report (APR) for 2007

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
2007	The dropout rate for students with disabilities shall not exceed 2.8%.

Actual Target Data for FFY 2007:

Class	Cohort	Dropped Out	%
2007 (2006-07)	34,845	4,858	13.9%
2006 (2005-06)	34,176	3,622	10.6%
2005 (2004-05)	33,408	2,273	6.8%
2004 (2003-04)	31,491	1,978	6.3%

Source: Academic Excellence Indicator System (AEIS) Datasets

Table 2: Dropout Rates for All Students			
Class	Cohort	Dropped Out	%
2007 (2006-07)	290,662	33,005	11.4%
2006 (2005-06)	283,698	24,975	8.8%
2005 (2004-05)	271,218	11,650	4.3%
2004 (2003-04)	270,911	10,507	3.9%

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 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.

As a part of the comprehensive strategy to ensure that all Texas students graduate from high school prepared for the full range of postsecondary opportunities, the Texas Education Agency (TEA) is implementing programs from early childhood through high school to reduce the dropout rate and increase the graduation rate for Texas students.

The Early Childhood Education area focuses on pre-kindergarten programs that support effective teaching practices that lead to growth in children's intellectual and social development, which is critical to their future academic success. The Student Success Initiative (SSI) authorizes intervention instruction for students who are struggling in reading and mathematics in grades K-8. Research shows that falling behind grade level increases the chance a student will drop out of school. By supporting students in grades K-8, the SSI creates a strong foundation for high school completion and success. The Texas High School Completion and Success Initiative allocated funds to support the improvement of high school graduation rates and post-secondary readiness. Funding provides research-based instructional support and professional development to high schools serving students at-risk of dropping out of school, with the goals of improving high schools and reducing the number of dropouts. College readiness initiatives are designed to help align the K-16 curriculum and to ensure a smoother transition for students between K-12 public education and higher education. Recent research shows that students, particularly low-income and minority students, in schools with rigorous and aligned curriculum are more likely to enter into and succeed in higher education.

II. Explanation of Progress or Slippage

The Class of 2007 dropout rate for students with disabilities (13.9%) increased from the Class of 2006 baseline data year (8.8%). This is reflective of the increase in the dropout rate for all students (8.8% to 11.4%). This increase continues to reflect the effects of the State's adoption of National Center for Educational Statistics (NCES) dropout definitions in 2005-06. Additionally, the TEA changed dropout reporting procedures for data integrity purposes. A complete description of the State's graduation and dropout rates can be found in the report *Secondary School Completion and Dropouts in Texas Public Schools 2006-07* which can be found on the TEA website at: http://ritter.tea.state.tx.us/research/pdfs/dropcomp_2006-07.pdf

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:

I. Targets

FFY 2008 Target Revision: 12% (decrease by 2% per year)

Justification:

The previous target (2.8%) was aligned to a TEA Performance Measure set by the Texas Legislature. Although this measure for all students still exists and remains a strategic goal, the TEA presented a revised target to the Texas Steering Committee for discussion in November 2008. The revised target corresponds to about half the difference between the current state dropout rate for all students (11%) and for students receiving special education services (14%).

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.

It is important to consider the data associated with the indicators above to address the dropout indicator. Specific improvement activities related to these areas include all the activities listed in Indicator I (Graduation). Improvement activities for this indicator will be ongoing through the 2010-2011 school year.

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

Part B State Annual Performance Report (APR) for 2007

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. or 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
2007	Indicator 3A 100% Indicator 3B Participation on Math Assessments = 95% Participation on Reading Assessments = 95% Indicator 3C Performance on Math Assessments = 50% (AYP Target in NCLB) Performance on Reading Assessments = 60% (AYP Target in NCLB)

Actual Target Data for FFY 2007:

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

Year	State's AYP objectives for progress for disability subgroup ("n" size = 50):
2007	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
2006	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
2005	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

Status	2005-06	2006-07	2007-08
Districts that did not meet AYP Objective	78	38	318
Districts that met AYP Objective	550	560	232
Total Number of Districts*	628	598	550
% of Districts that Met AYP Objective	88%	94%	42%

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://ritter.tea.state.tx.us/ayp/index.html>

Texas Assessment Program Overview

For more than 25 years, Texas has had a statewide student assessment program. Over time, changes to state and federal statute as well as to the state-mandated curriculum, currently the Texas Essential Knowledge and Skills (TEKS), have required the Texas Education Agency (TEA) to expand the state assessment program, making it more inclusive of and accessible to all student groups. Whether students are served through general education, special education, or bilingual/English as a Second Language programs, the state tests provide a snapshot of the degree to which students are learning the TEKS. As a result of this snapshot, students can receive the additional help they need to strengthen their knowledge and skills in core academic areas; and districts and campuses can evaluate the effectiveness of their instructional programs. In this way, the state assessment program plays an important role in helping all students—no matter what their instructional setting—reach their academic potential.

Texas Assessment of Knowledge and Skills (TAKS)

TAKS measures a student's mastery of the state-mandated curriculum, the TEKS. TAKS is administered for:

- Grades 3–9 reading
- Grades 3–10 and exit level mathematics
- Grades 4 and 7 writing
- Grade 10 and exit level English language arts (ELA)
- Grades 5, 8, 10, and exit level science
- Grades 8, 10, and exit level social studies

TAKS includes an accommodated form called TAKS (Accommodated) for students served by special education who meet the eligibility requirements for certain specific accommodations. The TAKS (Accommodated) form includes format accommodations (larger font, fewer items per page, etc.) and contains no embedded field-test items.

TAKS and TAKS (Accommodated) are available in Spanish and are administered for:

- Grades 3–6 reading
- Grades 3–6 mathematics
- Grade 4 writing
- Grade 5 science

For additional information and resources about TAKS, visit the TAKS Resources web page at:

<http://ritter.tea.state.tx.us/student.assessment/taks/index.html>

TAKS–Modified (TAKS–M)

TAKS–Modified (TAKS–M) is an alternate assessment based on modified academic achievement standards and is designed for students receiving special education services who meet participation requirements for TAKS–M and for whom TAKS is not appropriate. TAKS–M covers the same grade-level content as TAKS, but the assessment itself has been simplified through modifications in format (larger font, fewer items per page, etc.) and test design (fewer answer choices, simpler vocabulary and sentence structure, etc.).

The 2008 TAKS-M operational tests will include:

- Grades 3–8 reading
- Grade 10 English language arts (ELA)
- Grades 3–8 and 10 mathematics
- Grades 5, 8, and 10 science

The 2008 TAKS–M field tests will include

- Grade 9 reading
- Grades 9 and 11 mathematics
- Grades 4 and 7 writing
- Grade 11 English language arts (ELA)
- Grade 11 science
- Grades 8, 10, and exit level social studies

For additional information and resources about TAKS-M, visit the TAKS-M Resources web page at: <http://ritter.tea.state.tx.us/student.assessment/resources/taksm/index.html> or the Special Education Assessments web page at: http://ritter.tea.state.tx.us/student.assessment/special_education/index.html.

TAKS–Alternate (TAKS–Alt)

TAKS–Alternate (TAKS–Alt) is an alternate assessment based on alternate academic achievement standards and is designed for students with significant cognitive disabilities who meet the participation requirements. Unlike other statewide assessments in Texas, TAKS–Alt is not a traditional paper or multiple-choice test. Instead, the assessment involves teachers observing students as they complete teacher-designed activities that link to the grade-level TEKS curriculum. Teachers then score student performance using the TAKS–Alt rubric and submit results and evidence through an online instrument. TAKS–Alt is administered for:

- Grades 3–9 reading
- Grades 3–11 mathematics
- Grades 4 and 7 writing
- Grades 10 and 11 English language arts (ELA)
- Grades 5, 8, 10, and 11 science
- Grades 8, 10, and 11 social studies

For additional information and resources about TAKS-Alt, visit the TAKS-Alt Resources web page at: <http://ritter.tea.state.tx.us/student.assessment/resources/taksalt/index.html> or the Special Education Assessments web page at: http://ritter.tea.state.tx.us/student.assessment/special_education/index.html.

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

Actual Target Data for FFY 2007:

Table 3B.1 | Statewide Participation Rate, Math

	2004-05		2005-06		2006-07		2007-08	
	#	%	#	%	#	%	#	%
a. # of children with IEPs in grades assessed	297,680	---	288,765	---	280,511	---	265,170	--
b. # of children with IEPs in regular assessment with no accommodations	101,607	34.13%	40,686	14.09%	65,751	23.44%	44,008	17%
c. # of children with IEPs in regular assessment with accommodations	Data Not Available	Data Not Available	52,864	18.31%	27,091	9.66%	119,294	45%
d. # of children with IEPs in alternate assessment against grade level standards	47,379	15.92%	59,834	20.72%	90,486	32.26%	0	0%
e. # of children with IEPs in alternate assessment against modified achievement standards	NA	NA	NA	NA	NA	NA	82,464	31%
f. # of children with IEPs in alternate assessment against alternate achievement standards	145,933	49.02%	132,708	45.96%	82,790	29.51%	16,453	6%
g. # of children with IEPs who took an out of level test	NA	NA	NA	NA	10,571	3.77%	0	0%
Participants, Grades 3-8, 10	294,919	99.07%	286,092	99.07%	276,689	98.64%	262,219	99%
Non-participants	2,761	0.93%	2,673	0.93%	3,822	1.36%	2,951	1%

Source: Adequate Yearly Progress Dataset

Instrument Crosswalk

Reporting Category	2004-05, 2005-06, 2006-07	2007-08
a. # of children with IEPs in grades assessed	TAKS, SDAA II, LDAA	TAKS, TAKS-M, TAKS-Alt
b. # of children with IEPs in regular assessment with no accommodations	TAKS	TAKS
c. # of children with IEPs in regular assessment with accommodations	TAKS with accommodations	TAKS with Accommodations
d. # of children with IEPs in alternate assessment against grade level standards	SDAA II on grade level	NA
e. # of children with IEPs in alternate assessment against modified achievement standards	NA	TAKS-M
f. # of children with IEPs in alternate assessment against alternate achievement standards	SDAA II off grade level and LDAA, 2004-05 and 2005-06; LDAA 2006-07	TAKS-Alt
g. # of children with IEPs who took an out of level test	SDAA II off grade level, 2006-07	NA

Actual Target Data for FFY 2007:

Table 3B.1 | Statewide Participation Rate, Reading

	2004-05		2005-06		2006-07		2007-08	
	#	%	#	%	#	%	#	%
a. # of children with IEPs in grades assessed	299,038	---	290,932	---	282,704	---	266,712	---
b. # of children with IEPs in regular assessment with no accommodations	95,118	31.81%	89,211	30.66%	77,675	27.48%	51,873	20%
c. # of children with IEPs in regular assessment with accommodations	Data Not Available	Data Not Available	2,407	0.83%	14,668	5.19%	112,891	43%
d. # of children with IEPs in alternate assessment against grade level standards	45,345	15.16%	55,194	18.97%	84,749	29.98%	0	0%
e. # of children with IEPs in alternate assessment against modified achievement standards	NA	NA	NA	NA	NA	NA	82,173	31%
f. # of children with IEPs in alternate assessment against alternate achievement standards	155,467	51.99%	141,305	48.57%	89,799	31.76%	16,420	6%
g. # of children with IEPs who took an out of level test	NA	NA	NA	NA	10,666	3.77%	0	0%
Participants, Grades 3-8, 10	295,930	98.96%	288,117	99.03%	277,557	98.18%	263,357	99%
Non-participants	3,108	1.04%	2,815	0.97%	5,147	1.82%	3,355	1%

Source: Adequate Yearly Progress Dataset

Instrument Crosswalk

Reporting Category	2004-05, 2005-06, 2006-07	2007-08
a. # of children with IEPs in grades assessed	TAKS, SDAA II, LDAA	TAKS, TAKS-M, TAKS-Alt
b. # of children with IEPs in regular assessment with no accommodations	TAKS	TAKS
c. # of children with IEPs in regular assessment with accommodations	TAKS with accommodations	TAKS with Accommodations
d. # of children with IEPs in alternate assessment against grade level standards	SDAA II on grade level	NA
e. # of children with IEPs in alternate assessment against modified achievement standards	NA	TAKS-M
f. # of children with IEPs in alternate assessment against alternate achievement standards	SDAA II off grade level and LDAA, 2004-05 and 2005-06; LDAA 2006-07	TAKS-Alt
g. # of children with IEPs who took an out of level test	SDAA II off grade level, 2006-07	NA

Actual Target Data for FFY 2007:

Table 3C.1 | Statewide Performance Rate, Math

	2004-05		2005-06		2006-07		2007-08	
	#	%	#	%	#	%	#	%
a. # of children with IEPs in grades assessed	271,803	---	264,889	---	276,689	---	262,219	---
b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations	51,799	19.06%	53,933	20.36%	39,373	14.23%	31,526	24%
c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations	Data Not Available	Data Not Available	Data Not Available	Data Not Available	15,569	5.63%	40,856	31%
d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards	37,485	13.79%	52,615	19.86%	80,303	29.02%	0	0%
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	43,385	33%
f. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards	93,680	34.47%	65,721	24.81%	55,631	20.11%	14,245	11%
Total Proficient	182,964	67.31%	172,269	65.03%	190,876	68.99%	130,012	50%

Source: Adequate Yearly Progress Dataset

Instrument Crosswalk

Reporting Category	2004-05, 2005-06, 2006-07	2007-08
a. # of children with IEPs in grades assessed	TAKS, SDAA II, LDAA	TAKS, TAKS-M, TAKS-Alt
b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations	TAKS	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	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	NA
e. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against modified achievement standards	NA	TAKS-M
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, 2004-05 and 2005-06; LDAA 2006-07	TAKS-Alt

Actual Target Data for FFY 2007:

Table 3C.1 | Statewide Performance Rate, Reading

	2004-05		2005-06		2006-07		2007-08	
	#	%	#	%	#	%	#	%
a. # of children with IEPs in grades assessed	271,546	---	263,027	---	277,557	---	263,260	
b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations	56,607	20.85%	58,860	22.38%	53,200	19.17%	41,471	26%
c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations	Data Not Available	Data Not Available	Data Not Available	Data Not Available	9,664	3.48%	55,048	34%
d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards	36,190	13.33%	47,313	17.99%	74,889	26.98%	0	0%
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	51,402	32%
f. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards	97,561	35.93%	67,414	25.63%	58,762	21.17%	14,262	9%
Total Proficient	190,358	70.10%	173,587	66.00%	196,515	70.80%	162,183	62%

Source: Adequate Yearly Progress Dataset

Instrument Crosswalk

Reporting Category	2004-05, 2005-06, 2006-07	2007-08
a. # of children with IEPs in grades assessed	TAKS, SDAA II, LDAA	TAKS, TAKS-M, TAKS-Alt
b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations	TAKS	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	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	NA
e. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against modified achievement standards	NA	TAKS-M
f. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards	<i>SDAA II off grade level and LDAA, 2004-05 and 2005-06; LDAA 2006-07</i>	TAKS-Alt

Table 4A.1 | 2007-08 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	
3	35,113	13%	9,209	21%	13,422	11%	NA	NA	9,649	12%	2,610	16%
4	37,486	14%	7,208	16%	16,624	14%	NA	NA	10,986	13%	2,400	15%
5	39,528	15%	5,768	13%	18,234	15%	NA	NA	12,988	16%	2,301	14%
6	39,085	15%	5,336	12%	19,313	16%	NA	NA	11,732	14%	2,374	14%
7	40,180	15%	5,652	13%	19,353	16%	NA	NA	12,419	15%	2,221	13%
8	40,447	15%	5,322	12%	18,967	16%	NA	NA	13,182	16%	2,522	15%
10	33,331	13%	5,513	13%	13,381	11%	NA	NA	11,508	14%	2,025	12%
Total	265,170	100%	44,008	100%	119,294	100%	NA	NA	82,464	100%	16,453	100%

Source: Adequate Yearly Progress Dataset

Table 4A.2 | 2007-08 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	
3	35,359	13%	9,802	19%	12,503	11%	NA	NA	10,195	12%	2,603	16%
4	37,551	14%	7,604	15%	14,925	13%	NA	NA	12,274	15%	2,398	15%
5	39,647	15%	6,662	13%	17,238	15%	NA	NA	13,200	16%	2,297	14%
6	39,150	15%	5,992	12%	17,979	16%	NA	NA	12,384	15%	2,371	14%
7	40,257	15%	6,918	13%	18,333	16%	NA	NA	12,205	15%	2,214	13%
8	40,569	15%	7,247	14%	18,628	17%	NA	NA	11,732	14%	2,509	15%
10	34,179	13%	7,648	15%	13,285	12%	NA	NA	10,183	12%	2,028	12%
Total	266,712	100%	51,873	100%	112,891	100%	NA	NA	82,173	100%	16,420	100%

Source: Adequate Yearly Progress Dataset

Table 4B.1 | 2007-08 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	
3	35,113	13%	9,209	21%	13,422	11%	NA	NA	9,649	12%	2,610	16%
4	37,486	14%	7,208	16%	16,624	14%	NA	NA	10,986	13%	2,400	15%
5	39,528	15%	5,768	13%	18,234	15%	NA	NA	12,988	16%	2,301	14%
6	39,085	15%	5,336	12%	19,313	16%	NA	NA	11,732	14%	2,374	14%
7	40,180	15%	5,652	13%	19,353	16%	NA	NA	12,419	15%	2,221	13%
8	40,447	15%	5,322	12%	18,967	16%	NA	NA	13,182	16%	2,522	15%
10	33,331	13%	5,513	13%	13,381	11%	NA	NA	11,508	14%	2,025	12%
Total	265,170	100%	44,008	100%	119,294	100%	NA	NA	82,464	100%	16,453	100%

Source: Adequate Yearly Progress Dataset

Table 4B.2 | 2007-08 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	
3	35,359	13%	9,802	19%	12,503	11%	NA	NA	10,195	12%	2,603	16%
4	37,551	14%	7,604	15%	14,925	13%	NA	NA	12,274	15%	2,398	15%
5	39,647	15%	6,662	13%	17,238	15%	NA	NA	13,200	16%	2,297	14%
6	39,150	15%	5,992	12%	17,979	16%	NA	NA	12,384	15%	2,371	14%
7	40,257	15%	6,918	13%	18,333	16%	NA	NA	12,205	15%	2,214	13%
8	40,569	15%	7,247	14%	18,628	17%	NA	NA	11,732	14%	2,509	15%
10	34,179	13%	7,648	15%	13,285	12%	NA	NA	10,183	12%	2,028	12%
Total	266,712	100%	51,873	100%	112,891	100%	NA	NA	82,173	100%	16,420	100%

Source: Adequate Yearly Progress Dataset

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

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 (42%). The dramatic decrease in the number of districts meeting the AYP Objective can be attributed to the realignment of the Texas Assessment Program to the federal requirements in No Child Left Behind (NCLB) and the Individuals with Disabilities Education Act (IDEA). This data should be considered baseline. The number of districts not meeting the minimum "n" size continues to reflect the declining number of students meeting special education eligibility.
- 3B. The State exceeded the 95% target for students participating on math assessments (99%) and on reading assessments 99%. The number of non-participants has decreased. Reasons for nonparticipation include those students who were absent; those students who participated in testing, but their tests were not scored because of illness during the test, cheating, etc.; those students who participated in the testing by taking a linguistically accommodated mathematics test, but were exempted because they were in their first year in U.S. schools; and those students who participated in an alternate assessment based on an alternative achievement standards, but were cognitively impaired to the degree they could not respond, . The TEA will continue to monitor the number of non-participants annually. The TEA 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://ritter.tea.state.tx.us/ayp/index.html>.
- 3C. The State met the 50% target for student proficiency rates on math assessments (50%) and exceeded the 60% target for student proficiency rates on reading assessments (62%). The decrease in the proficiency rates from 2006-07 to 2007-08 can be attributed to the realignment of the Texas Assessment Program to the federal requirements in No Child Left Behind (NCLB) and the Individuals with Disabilities Education Act (IDEA). The 2007-08 school year is the first year of implementation of an aligned assessment program. The 2006-07 school year was the last year the out of level test (State Developed Alternative Assessment) was administered. This data should be considered baseline.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

I. Targets

State will not revise the targets associated with NCLB Adequate Yearly Progress for FFY 2008:

- 3A = Meet AYP Objectives = 100%
- 3B = Participation Rates, Math and Reading = 95%
- 3C = Proficiency Rates, Math (58%) and Reading (67%)

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 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 that they need to be academically successful in reading and mathematics. The academic support 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://ritter.tea.state.tx.us/studentsuccess/>
- **Texas Math Initiative**
The Texas Math Initiative (TMI) 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 measureable 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://ritter.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 of above by the end of Grade 3, and continues to support reading achievements for students in subsequent schools years. <http://ritter.tea.state.tx.us/reading/index.html>
- **Texas Reading First Initiative**
The Texas Reading First Initiative (TRFI) 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://ritter.tea.state.tx.us/curriculum/readingfirst/>
- **Texas Adolescent Literacy Academies**
The goal of the Texas Adolescent Literacy Academies (TALA) initiative is to fully equip Grade 6-8 students with the literacy skills they need to be successful across all of the core curriculum subjects: literature, science, math and social studies. Texas teachers in grades 6, 7, and 8 will have the opportunity to receive professional development in scientifically based

reading instruction (SBRI) for adolescents through the Texas Adolescent Literacy Academies (TALA). The Academies will help prepare middle school teachers to design appropriate instruction for all students, including those who are struggling with reading due to limited English proficiency, learning disabilities, dyslexia, and other risk factors for reading difficulties. <http://ritter.tea.state.tx.us/tala/>

- **Building Capacity for Response to Intervention in Texas Schools**

This project is part of the Meadow Center for Preventing Education Risk (MCPER) within the College of Education at the University of Texas. Funded by the Texas Education Agency, the project team collaborates with member of another MCPER team, the Special Education Research Project-Mathematics (SERP Math), to provide technical assistance to schools involved in the project in promoting the implementation of RtI in early reading and math instruction. Major project activities include: 1) implementing and sustaining 3-Tier intervention models, 2) building statewide capacity for RtI implementation, and 3) disseminating RtI related information and resources.

- **Special Education Research Project-Mathematics (SERP Math)**

The Texas Education Agency (TEA) has funded the development of the **3-Tier Mathematics Model** for kindergarten, grade 1, and grade 2—an RTI-related early mathematics project—through the Vaughn Gross Center at The University of Texas at Austin.

The purpose of the 3-Tier Mathematics Model is twofold. First, the project focuses on developing and ensuring the technical adequacy (reliability and validity) of assessment measures for early identification of struggling students and for monitoring progress in early mathematics instruction through use of the *Texas Early Mathematics Inventories-Progress Monitoring* (TEMI-PM) and the *Texas Early Mathematics Inventories-Outcome* (TEMI-O). Second, the project focuses on the development and validation of intervention booster lessons for at-risk students in K-2nd grade.

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

Part B State Annual Performance Report (APR) for 2007

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

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:

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.

A "significant discrepancy" is defined as exceeding the 5.99 cut point for 2007-08 (see **Methodology** below).

FFY	Measurable and Rigorous Target
2007	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%.

FFY 2006 SPP/APR Response Table Update

In the fall of 2008, the Texas Education Agency (TEA) notified districts identified in FFY 2005 and FFY 2006 and required the districts to perform a self assessment related to the district's policies, procedures, and practices relating to the development and implementation of individualized education programs (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 were required to submit a written assurance statement to the TEA indicating compliance with federal regulations and state rules. All identified districts submitted written assurance statements indicating compliance.

Methodology

A detailed description of the methodology used for Indicator 4 can be found on the TEA website at <http://ritter.tea.state.tx.us/special.ed/guidance/discipline/method.html>

Identification and Notification of Districts

In December of 2008, the TEA, using the methodology referenced above, identified 13 districts that met State-defined criteria for a significant discrepancy in the rates of suspension and expulsion of students with disabilities for Indicator 4.

Number of Districts Identified for Indicator 4 in 2007-08

Total
13

Identified districts will be required to review policies, procedures, and practices related to the discipline of students with disabilities. Upon the completion of this self assessment, districts will be required to submit a written assurance statement affirming that its policies, procedures, and practices were in compliance with federal regulations and state rules related to the discipline of students with disabilities. A status of compliance will be reported in the FFY 2008 APR due in February of 2009.

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

Actual Target Data for FFY 2007:

Districts Identified with Significant Discrepancies in the Rates of Suspension and Expulsion of Students with Disabilities

	2005-06	2006-07	2007-08
a. # of districts with significant discrepancy	8	2	13
b. Total districts	1242	1237	1230
Calculation: $a / b * 100$	0.6%	0.2%	1%

Source: Public Education Information Management System (PEIMS) Datasets

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

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).

FFY 2007 Technical Assistance Update

As part of the consequence of the State's determination level of Needs Assistance or lower for two consecutive years, the State is required to report in its Annual Performance Report technical assistance it sought during the reporting period.

In addition to participating in the regularly scheduled monthly technical assistance calls with OSEP, the following technical assistance was received for this indicator:

- TEA staff attended the National Accountability Conference and OSEP Leadership Conference held in Baltimore, Maryland in August, 2008. The conference provided OSEP guidance, clarification, technical assistance, and presentations related to Indicator 4 in the SPP/APR. Additionally, the conference afforded TEA staff the opportunity to network with other states in regard to their approach, experience and activities associated with the indicator.

II. Explanation of Progress or Slippage

The number of districts identified with a significant discrepancy in the rates of suspension and expulsion increased from 2 in 2006-07 to 13 in 2007-08. This increase may be attributed to the analysis process used by the TEA to identify districts. The methodology the State has used in the past APR submission is currently being reviewed and will be changed for the FFY 2008 reporting period. The change in methodology will ensure that the TEA is accurately reporting only those districts with a significant discrepancy.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

I. Targets

No revision to the 0% target for FFY 2008.

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).

FFY 2008 Technical Assistance Update

As part of the consequence of the State's determination level of Needs Assistance or lower for two consecutive years, the State is required to report in its Annual Performance Report technical assistance it sought during the reporting period.

In addition to participating in the regularly scheduled monthly technical assistance calls with OSEP, the following technical assistance was received for this indicator:

- TEA staff will attend the Southeast Regional Resource Center (SERRC) Regional Early Childhood Forum with presentations and invited guests, OSEP, National Early Childhood Technical Assistance Center (NECTAC), and Data and Accountability Center (DAC) representatives (October 2008).

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

Part B State Annual Performance Report (APR) for 2007

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
2007	<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%.

Actual Target Data for FFY 2007:

Educational Environment, Students with Disabilities, ages 6-21

Educational Environments	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
A. Inside the regular class 80% or more of the day	261,545	55.99%	266,881	58.90%	279,425	64.20%
B. Inside the regular class less than 40% of the day	58,920	12.61%	55,911	12.34%	51,778	11.90%
C. In separate schools, residential facilities, or homebound/hospital placements	5,937	1.27%	5,528	1.22%	5,213	1.20%
D. Inside the regular class no more than 79% of day but no less than 40% of day	140,767	30.13%	124,790	27.54%	97,094	22.31%
Total Students, Ages 6-21	467,169	100.00%	453,110	100.00%	435,221	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 <i>No Instructional Setting</i> | 82 <i>RCT, Resource room < 21%</i> |
| 40 <i>Mainstream</i> | 91 <i>Off Home Campus, Mainstream</i> |
| 41 <i>Resource room < 21%</i> | 92 <i>Off Home Campus, Resource room <21%</i> |
| 81 <i>Residential Care and Treatment (RCT), Mainstream</i> | |

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

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

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 <i>Nonpublic Day School</i> | 96 <i>Off Home Campus, Separate campus</i> |
| 86 <i>RCT, Separate campus</i> | 97 <i>Off Home Campus, Community class</i> |
| 87 <i>RCT, Community class</i> | |

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://ritter.tea.state.tx.us/school.finance/handbook/index.html>

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

I. Improvement Activities Completed

See Indicator 1: Graduation, under "Access to the General Curriculum" for list of completed Improvement Activities for FFY 2007 associated with this indicator.

II. Explanation of Progress or Slippage

5A. The State exceeded the 56.66% target (64.20%).

5B. The State did not meet the 11.46% target (11.90%).

5C. The State met the 1.20% target (1.20%).

Although the overall number of students receiving special education services in the state continues to decline, more students with disabilities are being served in the least restrictive environment and gaining access to the general curriculum. The influence of the 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://ritter.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 summer of 2009 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 2008:

I. Targets

Revision to the targets for FFY 2008:

- 5A = 66%
- 5B = 11%
- 5C = 1%

Justification:

The revised target for Indicator 5A will be increased by two percentage points per year. While this is slightly below the published average gain (about 3 points per year), more longitudinal data will be collected to refine this target. This more conservative figure anticipates diminishing returns as the targets approached.

II. Improvement Activities /Timelines and Resources

See Indicator 1: Graduation, under "Access to the General Curriculum" for list of proposed Improvement Activities for FFY 2008 associated with this indicator.

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

Part B State Annual Performance Report (APR) for 2007

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
2007	Baseline data and targets will be reported in the FFY 2008 APR in February 2010.

Overview of Issue/Description of System or Process:

The Texas Education Agency (TEA) collects data on students with disabilities through the 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. The changes were significant to how educational environment data for the preschool population are collected and reported at the local and state level. States, after reviewing the proposed changes, provided the OSEP input concerning the changes to the reporting requirements.

The OSEP notified states in August of 2008 that data reporting for Indicator 6 would not be required in the FFY 2007 Annual Performance Report (APR). In addition, states were provided proposed changes to Indicator 6 for FFY 2008. The proposed language for indicator 6 reads:

“Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.”

The TEA anticipates providing baseline data and targets in the FFY 2008 APR due in February of 2010.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

I. Improvement Activities Completed:

While the State awaits the OSEP decision, the Preschool (LRE) Initiative Year 7 has continued to focus on creating partnerships and broadening the continuum of placement options. Preschool Specialists located at each of the 20 Regional Education Service Centers are building capacity within the PLRE Initiative by expanding district participation, providing technical assistance, and initiating a mentoring program between previous participants and new recipients.

II. Explanation of Progress or Slippage

Data were not required to be reported for this indicator in the FFY 2007 APR.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

I. Targets

Baseline data and targets will be reported in the FFY 2008 APR due in February of 2010.

II Improvement Activities / Timelines / Resources

During the 2008-09 year, ESCs will implement the following improvement activities:

Technical Assistance	Timeline	Status
<ul style="list-style-type: none"> Support the Preschool LRE initiative which focuses on creating partnerships, broadening the continuum of placement options, and serving students in the LRE. 	September 2008 – June 2009	Continuing
<ul style="list-style-type: none"> Assist districts in assessing their current preschool practices, including continuum of placement options, for children with disabilities. 	September 2008 – June 2009	Continuing
<ul style="list-style-type: none"> Provide technical assistance and training to increase the continuum of placement options available for preschool students with disabilities. 	September 2008 – June 2009	Continuing
<ul style="list-style-type: none"> 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. 	September 2008 – June 2009	Continuing
<ul style="list-style-type: none"> Provide technical assistance and training on creating partnerships in order to increase the continuum of placement options. 	September 2008 – June 2009	Continuing

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

Part B State Annual Performance Report (APR) for 2007

Monitoring Priority: FAPE in the LRE

Indicator 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.

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

Measurement:

Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

FFY	Measurable and Rigorous Target
2007	73% of parents with a child receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Overview of Issue/Description of System or Process:

Data Collection Activities

Survey

The parent survey distributed in the spring of 2008 is the same survey that was used in the fall of 2006 and the spring of 2007. Details regarding the development of the survey are available in the current 2005-2010 State Performance Plan (SPP) available at <http://ritter.tea.state.tx.us/special.ed/spp/>.

Sampling Plan

One-sixth of all Texas districts will be sampled each year with every district included at some point during the six-year cycle. The sampling matrix considers geographic area, district size, and student demographics. Each district with an average daily membership (ADM) of 50,000 students or more must be included each year. The spring 2008 survey included 1,040 campuses located in 216 districts. Individual students were selected from the Public Education Information Management System (PEIMS). Districts with fewer than five students receiving special education services were not included in the final sample due to privacy concerns. The final count of districts participating in the sample was 193.

Survey Distribution

In the spring of 2008, surveys were sent to 11,867 parents. Surveys were sent to districts bundled by campus with individual student packages to be distributed to parents. Students whose home language survey indicated Spanish had surveys in both English and Spanish included. Packets to parents included a self-addressed, postage-paid return envelope. Parents were asked to not provide student identifiable information. To reduce the burden on school staff members, a revision was made to the sampling procedure for 2008 to ensure that every participating campus received a maximum of 15 surveys. Although a total of 11,867 surveys were mailed, several factors affected whether parents received or returned surveys. These include the following:

- Student mobility across districts (over 20 percent annual according to TEA reports)
- Leaving school (graduation, dropout, moving out of state or country)
- Intra-district movement (changing campuses)
- Never distributed by school
- Not taken home
- Parent apathy or suspicion regarding survey use
- Doubt survey will impact their child
- Loss, mailing errors, other

Response Rate

A total of 2,726 parent surveys were returned in time to be including the analyses. There were 2,254 English and 404 Spanish surveys that were usable (that is, non-blank). This number (2,658) is within the desired bounds of +/- 3% bounds at the 95% confidence level. Otherwise stated, we can be (at least) 95 percent sure that the findings to individual questions are within +/- 3 percentage points of the actual population distributions. The overall return rate for parent surveys was approximately 23 percent. Of the 2,726 returned surveys, 1,458 parents also answered the open-ended questions. Of these, 1,175 provided feedback in English, and 283 responded in Spanish.

Representative Sample

Table 1 presents demographic information of students whose parents returned surveys. The state data were obtained from the Public Education Information Management System (PEIMS). In general, the percentages returned mirror the sample distributions with one notable exception. Deliberate over and under sampling was utilized to try and match return percentages to over state distributions based on previous surveys. Of the 193 districts included in the original mailing, 180 were included in the analyses. Surveys from the remaining districts may have been received after the processing date (approximately one month after the survey return due date). In some cases, students may have left the district after the PEIMS data collection in fall 2007.

Table 1 also gives an indication of the relative success of the over/under-sampling approach. The number of surveys returned is relatively close to the overall state special education population with two exceptions. The return rate for African American and Economically Disadvantaged was lower than hoped for, but still of sufficient size to be representative. After reviewing the demographic data the State has determined its reporting a representative sample.

Table 1: Student Demographics: Surveys Returned, Initial Sample, State

Categories	Surveys Returned (n=2,658)	Initial Sample (n-11,867)	State Special Education*
Ethnicity			
African American	12.3%	21.8%	17.7%
Hispanic	43.7%	43.2%	40.0%
White	42.2%	32.8%	40.8%
Other	1.7%	2.2%	1.5%
Gender			
Male	66.5%	67.8%	66.8%
Female	33.5%	32.2%	33.2%
Disability Category			
Learning Disability	37.3%	34.3%	50.0%
Speech	27.2%	15.2%	20.2%
Other Health Impaired	11.6%	13.2%	10.0%
Other	23.9%	37.3%	19.8%
Grade Span			
Elementary (Include PK/K)	37.3%	45.6%	39.7%
Middle (5-8)	31.6%	33.9%	28.0%
High (9-12)	31.1%	20.5%	32.4%
Economic Disadvantaged			
Yes	49.2%	61.2%	59.2%
No	50.8%	38.8%	40.8%

Source: English and Spanish Spring 2008 Parent Involvement Surveys, Initial Sample, ESC 11 SESR

*The data presented for the state special education population is the most recently available (2004)

After reviewing the demographic data the State has determined its reporting a representative sample.

Actual Target Data for FFY 2007:

Complete findings from the *Survey of Parents of Students Receiving Special Education Services in Texas; Spring Administration, August 2008*; may be found on Region 9 Education Service Center's website at http://www.esc9.net/pages/uploaded_files/Reg9%20parentsurvey9_1%202008.pdf

SPRING 2007

Table 49: Summary by Category

Category	Positive	Neutral	Negative
	Always Agree Yes	Sometimes Neutral	Never Disagree No
General School Issues	68%	20%	12%
Communication Issues	76%	14%	10%
Information and Understanding	82%	9%	9%
Teacher Issues	75%	23%	2%
IEP and ARD	83%	13%	5%
Parental Interactions	78%	19%	3%
Parental Actions	41%	25%	34%

Source: English and Spanish Spring 2008 Parent Involvement Surveys
2,658 parent surveys returned; 12,000 surveys mailed

Discussion of FFY 2007 Data:

Key Findings

Excerpted from *Survey of Parents of Students Receiving Special Education Services in Texas; Spring Administration, August 2008* at http://www.esc9.net/pages/uploaded_files/Reg9%20parentsurvey9_1%202008.pdf

Central to issues surrounding parental involvement is the relationship between the school staff and parents (Table 3). In this case, about 70 percent of parents believe that they are an equal partner – a very similar finding to the fall 2006 and spring 2007 surveys.

Table 3: I am considered an equal partner with teachers and other professionals in planning my child’s program

Response	Combined	English	Spanish
Agree	70.5%	69.8%	74.9%
Neutral	22.8%	22.9%	21.9%
Disagree	6.9%	7.3%	3.3%

Source: *English and Spanish Spring 2008 Parent Involvement Surveys.*

A. Number of Responses for Table 3	1,874
B. Total Number of Survey Responses	2,658
(A / B) * 100	70.5%

Table 5 shows that over 70 percent of parents agree that the school communicates regularly regarding IEP progress and other important issues. As with most other areas, the responses from the Spanish surveys are more positive. Overall, somewhat less than one-fourth of parents said that only Sometimes does these communications occur and about five percent reported Never. Communication is one of the key points in establishing trust and partnerships. Almost 30 percent of parents noted that the school communicates Sometimes or Never, indicating that communication is an area that should be improved. These results mirror those found in the fall 2006 and spring 2007 surveys.

Table 5: The school communicates regularly with me regarding my child’s IEP progress and other important issues

Response	Combined	English	Spanish
Always	72.9%	70.8%	86.1%
Sometimes	22.6%	24.3%	11.6%
Never	4.5%	4.9%	2.3%

Source: *English and Spanish Spring 2008 Parent Involvement Surveys.*

A. Number of Responses for Table 5	1,938
B. Total Number of Survey Responses	2,658
(A / B) * 100	72.9%

Other questions regarding communication indicate that it is an important area that should be addressed. Without communication, continued progress for the child and partnerships between school and parent would seem to be in jeopardy.

Table 6 shows that almost 64 percent of parents said that teachers Always understand their child's needs.

Table 6: Teachers understand my child's needs

Response	Combined	English	Spanish
Always	63.9%	61.4%	79.6%
Sometimes	34.4%	36.8%	18.7%
Never	1.7%	1.7%	1.7%

Source: English and Spanish Spring 2008 Parent Involvement Surveys.

A. Number of Responses for Table 6	1,698
B. Total Number of Survey Responses	2,658
(A / B) * 100	63.9%

As seen in Table 7, over 80 percent of parents' say that their concerns and recommendations are considered Always. While a very small percent say Never, there remains almost 16 percent of parents who chose the Sometimes category. Even if the parents concerns do not lead directly to actions, the parents' concerns and recommendations should be considered. Part of parental involvement is that their concerns should be considered and the parent should believe that, in fact, this is being done in an honest fashion. The responses from the English and Spanish surveys are very similar for this item.

Table 7: My concerns and recommendations are considered by the ARD committee in the development of the IEP

Response	Combined	English	Spanish
Always	82.3%	82.4%	81.1%
Sometimes	16.0%	15.7%	17.8%
Never	1.8%	1.8%	1.2%

Source: English and Spanish Spring 2008 Parent Involvement Surveys.

A. Number of Responses for Table 7	2,187
B. Total Number of Survey Responses	2,658
(A / B) * 100	82.3%

Survey Results: Items with Response in Positive Category

Table: Survey Item	FFY 2005	FFY 2006	FFY 2007
	Fall 2006	Spring 2007	Spring 2008
3: I am considered an equal partner	70.0%	69.6%	70.5%
5: School communicates regularly regarding IEP	69.8%	68.8%	72.9%
6: Teachers understand my child's needs	60.8%	58.5%	63.9%
7: Concerns and recommendation are considered	79.7%	79.2%	82.3%
Average	70%	69%	73%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

I. Improvement Activities Completed:

Education Service Center (ESC) Statewide Leadership: Parent Coordination

The overall goal of the Parent Coordination Network (PCN) is to ensure parents of students receiving special education services are receiving consistent and accurate information to assist in their child's

education. The PCN will continue to use a broad targeted stroke in reaching parents of students receiving special education services through the following activities: joint trainings for parents, Texas Project FIRST, Parent Organizations Academy, and the Spring 2009 Parent Survey.

The PCN will continue working closely with Texas Project FIRST to keep the Texas Project FIRST website current and promote it throughout the state. The Texas Project FIRST's website, <http://www.texasprojectfirst.org>, presents special education information written especially for parents in English and Spanish formats. The website is averaging over 95,000 hits per month and has had almost 900,000 hits over the past year. There are over 400 people registered for updates this year from 72 different counties. Texas Project FIRST's staff will continue to participate in statewide conferences and share the website with school districts and parents.

Summer 2008

Parent Training Improvement Group Meeting

In August 2008, the State convened the Parent Training Improvement Group to review the results from the spring 2008 Parent Survey and to gather feedback on issues related to the Parent Survey. The Parent Training Improvement Group provided the following advisement specific to improving communication between parents and schools: increasing parent attendance at trainings, enhancing communication between parents and schools; and how results from the parent survey could be used to improve services for students with disabilities.

Related to the use of results from the parent survey, the Parent Training Improvement Group suggested:

Identify and address areas of parent dissatisfaction and possible confusion.

The three areas of dissatisfaction identified in the spring 2008 Texas Parent Survey quantitative section are:

- parent receiving agencies information to assist the student in transitioning from high school;
- special education assisting parents in receiving services outside of school; and
- schools ensuring after-school and extracurricular activities are accessible to students receiving special education services.

The first two areas address parents need for information on agencies that can assist or provide services to their children. The last two surveys suggest a need for school personnel to provide parents information on agencies and have a staff member that is knowledgeable about the agencies services. Noting in rural areas the services may be limited and regionally located in another city which may create a challenge for some parents. For larger urban areas there are many agencies and knowing the correct agency to assist parents is also a challenge.

Extra-curricular and after school activities vary with each school districts and is difficult to know why this is an area of dissatisfaction. Admission, Review, and Dismissal (ARD) committees work to ensure students receiving special education services are not excluded from extra-curricular or after school activities. A factor which may be impacting the extra-curricular activities on the secondary level is the requirement the student must maintain passing grades to participate in some activities such as sports.

Identify disconnects between schools and parents.

The disconnect between schools and parents is found in the qualitative part of the survey "open-ended" questions responses. Parents identified the following:

- the desire to know strategies they can utilize at home with their children;
- more about what occurs in the content area courses; and
- routine progress notes be sent home.

As more students with disabilities are being served in the general education setting there is a desire from parents to be kept abreast of the teacher expectations, the level of work students are being asked to complete, and how they can assist their children.

Members of the State Parent Training Committee expressed concerns that parent are having difficulties in the ARD/IEP meetings. The spring 07-08 surveys' qualitative data do support their concerns. Parents expressed the following:

- school should ensure IEPs are being implemented; and
- desire for their recommendations to be implemented in the IEP.

Help identify effective communication strategies.

Parents identified the followings ways to improve communication between themselves and school personnel:

- utilize the internet via email or teachers' web pages with student assignments;
- increase the frequency of student progress reports;
- increase the frequency of meetings with teachers so both parties understand goals and objectives; and
- provide trainings which address students' disabilities and strategies to utilize at home.

Fifty percent of principals that returned the survey provided trainings specifically for parents of students receiving special education services on their campuses. The principals also identified the following strategies to communicate with parents:

- School newsletter
- Notes to students
- Email / web-pages
- Telephone home
- Letters

The spring 08 Texas Parent Survey identifies parents are not regularly communicating with teachers about their child's IEP progress and other important issues. Parents report schools are communicating with parents at a higher percentage.

The school communicates regularly with me regarding my child IEP progress and other important issues	I communicate with my child's teacher regularly about my child's IEP progress and other important issues
72.9%	61.3%

Source: Texas Parent Survey 2008

The PCN will be focusing on how to improve communication between school personnel and parents. Network members will be participating in Skilled Dialogue Training. The objectives of the training are to choose relationship over control and to create environments of respect, reciprocity, and responsiveness for parents and school personnel.

II. Explanation of Progress or Slippage

The same survey form was used in each of these three administrations to allow cross-year comparisons. In general, with few exceptions, the responses were overall positive. The findings were, in most cases, within 5 percentage points from what has been found in prior surveys. This stability of response argues for the reliability and validity of findings from the surveys. The survey is scheduled for revision for the spring 2009 administration; however will retain a number of the same questions to maintain comparative data across years. The data collected from the surveys established progress from 2005-2006 to 2007-2008 in the percentage of parents who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities, 70% in

2005-2006 and 73% in 2007-2008. The FFY 2007 target was 73%. The State met the target by reporting 73%.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

I. Targets

No revision to the 73% target for FFY 2008.

II. Improvement Activities / Timelines / Resources

The following continuous efforts and improvement activities are planned in 2008-09:

Data Collection Improvement	Timeline	Status
<p>Parent Survey Timeline</p> <ul style="list-style-type: none"> • Letters sent to Districts Announcing the Survey February 2009 • Surveys Distributed March 2009 • Surveys Returned April 2009 • Report Issued June 2009 	Spring 2009	New
Training	Timeline	Status
<p>Parent Organizations Academy The first Parent Organization was held on November 15-16, 2007. Participants included Parent Training Information personnel, parent support groups, representatives from Texas Department of Protective Regulatory Services Education Specialists, university personnel, school district parent liaisons, parent training organizations and regional Education Service Centers Parent Specialists. Thirty one parent organizations representatives participated. The topics included the following:</p> <ul style="list-style-type: none"> • Response to Intervention • Positive Behavior Supports • Transition and Graduation • Statewide Assessments • Complaint and Dispute Resolution <p>Various parent organizations were represented. Many of the organizations routinely provide training or technical assistance to parents of students with disabilities. The organizations are viewed as vital entities in providing consistent and accurate information to parents of students receiving special education services. Each ESC Parent Specialist invited a parent organization from his/her region to participate in the Academy.</p>	Fall 2008	Ongoing
<p>State Parent Training Academy The PCN will host the State Parent Training Academy on November 20-21, 2008. The purpose of the Academy is to build partnerships with parent training entities in the state to ensure access to current and accurate information. Topics for the Academy may include the following:</p> <ul style="list-style-type: none"> • Response to Intervention 	Fall 2008	Ongoing

<ul style="list-style-type: none"> • Facilitated IEP • Access to the General Curriculum • State Assessments • Transition/Graduation • IEP Considerations 		
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Improvement activities for this indicator will be ongoing through the 2010-2011 school year.

Part B State Annual Performance Report (APR) for 2007

Monitoring Priority: Disproportionality

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
2007	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

FFY 2006 SPP/APR Response Table Update

The State was required to report on the status of districts previously identified as having disproportionate representation that was the result of inappropriate identification. The Texas Education Agency completed the first part of the analysis, identifying districts with a potential issue and incorrectly reported that information in its APR submissions in FFY 2005 and 2006. The data were reanalyzed and the TEA determined that identified districts were in compliance for 2005-06 and 2006-07. Additionally, the two districts have corrected the noncompliance identified and reported in the FFY 2006 APR.

Methodology

In the fall of 2008, the Texas Education Agency (TEA) refined its methodology to identify districts with disproportionate representation of racial and ethnic groups in special education and related services. The refinement was based on feedback from stakeholders and reflects an alignment to the methodologies used in the State's Performance Based Monitoring Analysis System.

A detailed description of the methodology used for Indicators 9 and 10 can be found on the TEA website at <http://ritter.tea.state.tx.us/special.ed/guidance/disprop/method.html>

Identification and Notification of Districts

In October 2006, the TEA, using the methodology referenced above, identified 100 districts that met State defined criteria for disproportionate representation, both over and under, for Indicator 9. The following table reflects the data specific to Indicator 9:

Number of Districts Identified for Indicator 9

Over	Under	Over and Under	Total
55	29	16	100

Identified districts were required to review policies, procedures, and practices related to the identification of students with disabilities. Upon the completion of this self assessment, districts were required to submit a written assurance statement affirming that its policies, procedures, and practices were in compliance with federal regulations and state rules related to the identification of students with disabilities.

All districts submitted a written assurance statement indicating the disproportionate representation was not the result of inappropriate identification.

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

Actual Target Data for FFY 2007:

	2006-07	2007-08
a. # of districts with disproportionate representation that is the result of inappropriate identification	0	0
b. Districts in the state	1237	1230
Calculation: $a / b * 100$	0%	0%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

I. Improvement Activities Completed

The improvement activities related to disproportionate representation 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 disproportionate representation indicator. Specific improvement activities related to these areas include all the activities listed in Indicator 1 (Graduation).

In December 2007 and June 2008, the TEA convened stakeholders to provide feedback on the methodologies for determining disproportionate representation in Indicators 9 and 10. Based on the feedback, the TEA refined its current methodology found on the TEA website at <http://ritter.tea.state.tx.us/special.ed/guidance/disprop/method.html>.

FFY 2007 Technical Assistance Update

As part of the consequence of the State's determination level of Needs Assistance or lower for two consecutive years, the State is required to report in its Annual Performance Report technical assistance it sought during the reporting period. In addition to participating in the regularly scheduled monthly technical assistance calls with OSEP, the following technical assistance was received for this indicator:

- TEA staff attended the National Accountability Conference and OSEP Leadership Conference held in Baltimore, Maryland in August, 2008. The conference provided OSEP guidance, clarification, technical assistance, and presentations related to indicator 9 in the SPP/APR. Additionally, the conference afforded TEA staff the opportunity to network with other states in regard to their approach, experience and activities associated with the indicator.

II. Explanation of Progress or Slippage

No districts reported that disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification. Increased statewide awareness on the compliance aspect of State Performance Plan Indicators 9 and 10 has contributed to the state's compliance with this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

I. Targets

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

II. Improvement Activities /Timelines and Resources

The improvement activities related to disproportionate representation 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 disproportionate representation indicator. Specific improvement activities related to these areas include all the activities listed in Indicator 1 (Graduation).

FFY 2008 Technical Assistance Update

As part of the consequence of the State's determination level of Needs Assistance or lower for two consecutive years, the State is required to report in its Annual Performance Report technical assistance it sought during the reporting period.

In addition to participating in the regularly scheduled monthly technical assistance calls with OSEP, the following technical assistance was received for this indicator:

- TEA staff will attend the Southeast Regional Resource Center (SERRC) Regional Early Childhood Forum with presentations and invited guests, OSEP, National Early Childhood Technical Assistance Center (NECTAC), and Data and Accountability Center (DAC) representatives (October 2008).

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

Part B State Annual Performance Report (APR) for 2007

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
2007	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

FFY 2006 SPP/APR Response Table Update

The State was required to report on the status of districts previously identified as having disproportionate representation that was the result of inappropriate identification. The Texas Education Agency completed the first part of the analysis, identifying districts with a potential issue and incorrectly reported that information in its APR submissions in FFY 2005 and 2006. The data were reanalyzed and the TEA determined that identified districts were in compliance for 2005-06 and 2006-07. Additionally, the two districts have corrected the noncompliance identified and reported in the FFY 2006 APR.

Methodology

In the fall of 2008, the Texas Education Agency refined its methodology to identify districts with disproportionate representation of racial and ethnic groups in special education and related services. The refinement was based on feedback from stakeholders and reflects an alignment to the methodologies used in the State’s Performance Based Monitoring Analysis System.

A detailed description of the methodology can be found on the TEA website at:
<http://ritter.tea.state.tx.us/special.ed/guidance/disprop/method.html>

Identification and Notification of Districts

In October 2006, the TEA, using the methodology referenced above, identified districts that met State defined criteria for disproportionate representation, both over and under, for Indicator 10. The following table reflects the data specific to Indicator 10:

Number of Districts Identified for Indicator 10

Over	Under	Over and Under	Total
58	47	33	138

Identified districts were required to review policies, procedures, and practices related to the identification of students with disabilities. Upon the completion of this self assessment, districts were required to submit a written assurance statement affirming that its policies, procedures, and practices were in compliance with federal regulations and state rules related to the identification of students with disabilities.

All districts submitted a written assurance statement indicating the disproportionate representation was not the result of inappropriate identification.

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

Actual Target Data for FFY 2007:

	2006-07	2007-08
a. # of districts with disproportionate representation that is the result of inappropriate identification	0	0
b. Districts in the state	1237	1230
Calculation: $a / b * 100$	0%	0%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

I. Improvement Activities Completed

The improvement activities related to disproportionate representation 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 disproportionate representation indicator. Specific improvement activities related to these areas include all the activities listed in Indicator 1 (Graduation).

FFY 2007 Technical Assistance Update

As part of the consequence of the State's determination level of Needs Assistance or lower for two consecutive years, the State is required to report in its Annual Performance Report technical assistance it sought during the reporting period.

In addition to participating in the regularly scheduled monthly technical assistance calls with OSEP, the following technical assistance was received for this indicator:

- TEA staff attended the National Accountability Conference and OSEP Leadership Conference held in Baltimore, Maryland in August, 2008. The conference provided OSEP guidance, clarification, technical assistance, and presentations related to indicator 10 in the SPP/APR. Additionally, the conference afforded TEA staff the opportunity to network with other states in regard to their approach, experience and activities associated with the indicator.

In December 2007 and June 2008, the TEA convened stakeholders to provide feedback on the methodologies for determining disproportionate representation in Indicators 9 and 10. Based on the feedback, the TEA refined its current methodology found on the TEA website at <http://ritter.tea.state.tx.us/special.ed/guidance/disprop/method.html>.

II. Explanation of Progress or Slippage

No districts reported that disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification. Increased statewide awareness on the compliance aspect of State Performance Plan Indicators 9 and 10 has contributed to the state's compliance with this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

I. Targets

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

II. Improvement Activities /Timelines and Resources

The improvement activities related to disproportionate representation 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 disproportionate representation indicator. Specific improvement activities related to these areas include all the activities listed in Indicator 1 (Graduation).

FFY 2008 Technical Assistance Update

As part of the consequence of the State's determination level of Needs Assistance or lower for two consecutive years, the State is required to report in its Annual Performance Report technical assistance it sought during the reporting period.

In addition to participating in the regularly scheduled monthly technical assistance calls with OSEP, the following technical assistance was received for this indicator:

- TEA staff will attend the Southeast Regional Resource Center (SERRC) Regional Early Childhood Forum with presentations and invited guests, OSEP, National Early Childhood Technical Assistance Center (NECTAC), and Data and Accountability Center (DAC) representatives (October 2008).

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

Part B State Annual Performance Report (APR) for 2007

Monitoring Priority: FAPE in the LRE

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).

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

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).

Account for children included in a. but not included in b. or c. Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays.

Percent = $b + c$ divided by a times 100.

FFY	Measurable and Rigorous Target
2007	100% of children with parental consent to evaluate, are evaluated and eligibility determined within the State established timeline of 90 days.

FFY 2006 SPP/APR Response Table Update

The State collected and reported baseline data for Indicator 11 in FFY 2007.

Data Collection Activities for Baseline and Measurable Targets for FFY 2007 APR:

The Texas Education Agency (TEA) has developed a secure, online application for the collection of data related to Indicator 11. During the FFY 2007, all districts that evaluated students with disabilities submitted aggregate data on timely initial evaluation. Districts that did not evaluate any students with disabilities submitted a Zero count. The application was designed to validate data to ensure integrity (for example, certain counts could not exceed the totals entered). Additional information about the data collection process for Indicator 11 (instructions, collection instrument, etc.) can be found on the TEA website at: <http://ritter.tea.state.tx.us/special.ed/spp/ind11-13.html>.

Actual Target Data for FFY 2007 (Baseline):

	FFY 2007
Statewide Percentage of Timely Initial Evaluation	2007-08
a. # of children for whom parental consent to evaluate was received	61,064
b. # determined not eligible whose evaluations and eligibility determinations were completed within 90 days (State established timeline)	12,233
c. # determined eligible whose evaluations and eligibility determinations were completed within 90 days (State established timeline)	42,232
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline) Calculation = ((b. + c.) / a) * 100	89%

States are required to report (1) the range of days beyond the state established timeline when the evaluation was completed and (2) any reasons for the delays.

(1) Range of Days

91-120 days over	3,769	57%
121 days or more over timeline	2,830	43%
Total Over Timeline	6,599	100%

(2) Reported reasons for the delay* include:

5%	Extended illness of students
18%	Initial testing results indicated need for additional testing that was not identified during through evaluation planning
13%	Student moved or withdrawn after referral, but before eligibility determination
44%	Scheduling issues
34%	Other

*1,254 instances

Identification of Noncompliance

Of the 1,116 districts that met the reporting criteria for data submission, 760 districts (68%) were in 100% compliance while 356 districts (32%) were not. In spring 2009, the TEA will notify districts with noncompliance. Districts will have no later than one year from notification to provide evidence of correction in order to meet compliance. Findings of noncompliance related to this indicator in FFY 2007 will be reported in Indicators 11 and 15 in the FFY 2008 APR due February 2010.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

I. Improvement Activities Completed

During the 2007-08 year, the TEA completed the following activities to improve the data reporting system:

Data Collection Improvement

- TEA staff met weekly with the SPP11 Data Collection Design Team to develop a data collection system that ensures valid and reliable data. As a result of these meetings, the technical assistance documentation (overview, instructions for data collection, an FAQ and state guidance) were developed.

Technical Assistance

- TEA staff provided an overview of the Indicator 11 Data Collection Process at the Texas Council of Administrators of Special Education (TCASE) Winter Conference.
- TEA mailed correspondence to all districts in the state providing formal notice of the requirement for data collection and submission.
- TEA staff provided monthly updates via a TETN broadcast to the 20 ESC Special Education Directors.
- The TEA website was updated to include an overview, instructions for data collection, an FAQ and state guidance.

<http://ritter.tea.state.tx.us/special.ed/spp/faq11.html>

<http://ritter.tea.state.tx.us/special.ed/spp/geninfo11.html>

<http://ritter.tea.state.tx.us/special.ed/spp/instruct11.pdf>

Training

- Training was developed based on the needs of the state in the fulfillment of this requirement. Training is ongoing.
- Training specific to timely initial evaluation was provided on the revised *A Guide to the Admission, Review and Dismissal Process* (<http://framework.esc18.net/>)

FFY 2007 Technical Assistance Update

As part of the consequence of the State's determination level of Needs Assistance or lower for two consecutive years, the State is required to report in its Annual Performance Report technical assistance it sought during the reporting period.

In addition to participating in the regularly scheduled monthly technical assistance calls with OSEP, the following technical assistance was received for this indicator:

- TEA staff attended the National Accountability Conference and OSEP Leadership Conference held in Baltimore, Maryland in August, 2008. The conference provided OSEP guidance, clarification, technical assistance, and presentations related to indicator 11 in the SPP/APR. Additionally, the conference afforded TEA staff the opportunity to network with other states in regard to their approach, experience and activities associated with the indicator.

II. Explanation of Progress or Slippage

The State did not meet the 100% compliance target in FFY 2007. During FFY 2007 baseline data were collected from all districts where a student received an initial evaluation for special education services. 1,116 districts reported on 61,604 students. Eighty-nine percent (89%) of those students were evaluated and eligibility determined within 90 days (State established timeline). The State reviewed the data for reliability and validity.

Since data were not collected in FFY 2006 for this indicator, the State is unable to compare between years for the purpose of providing an explanation of progress or slippage. A preliminary analysis of the data indicates that the State should show progress in the FFY 2008 APR due February 2010.

The Agency will continue to work with Education Service Center Region 12, statewide lead for Evaluation, to analyze the data and determine improvement areas that need to be addressed.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

I. Targets

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

II. Improvement Activities / Timelines / Resources

During the 2008-09 year, the TEA will implement the following activities to improve the data reporting system:

Noncompliance Follow Up	Timeline	Status
<ul style="list-style-type: none"> Data will be reviewed and analyzed by the TEA staff to determine state issues and a course of action. 	December 2008	Completed
<ul style="list-style-type: none"> The TEA will notify districts regarding their compliance status and required action plan. 	Spring 2009	New

Technical Assistance	Timeline	Status
<ul style="list-style-type: none"> The Education Service Center (ESC) Region 12 will provide leadership and training regarding compliance issues associated with this indicator via the 20 ESC network and their website. 	July 2008 – June 2009	Ongoing
<ul style="list-style-type: none"> The State TEA will provide frequent updates concerning this indicator via TETN broadcast to the 20 ESC Special Education Contacts. 	July 2008 – June 2009	Ongoing
<ul style="list-style-type: none"> The state TEA will hire a contract consultant to assist in developing strategies for cross indicator analysis. The consultant will also assist the State TEA with developing guidance for the ESCs to analyze their regional data in order to provide technical assistance to their districts. 	September 2008 – June 2009	Ongoing
<ul style="list-style-type: none"> The State TEA will develop reports based on the data collected that can be accessed by state, regional and district personnel to assist with the correction of non compliance and to guide policy decisions. 	January 2009	Completed

Training	Timeline	Status
<ul style="list-style-type: none"> ESCs will continue to train and provide technical assistance to district personnel on the data collection system. 	July 2008 – June 2009	Ongoing

FFY 2008 Technical Assistance Update

As part of the consequence of the State's determination level of Needs Assistance or lower for two consecutive years, the State is required to report in its Annual Performance Report technical assistance it sought during the reporting period.

In addition to participating in the regularly scheduled monthly technical assistance calls with OSEP, the following technical assistance was received for this indicator:

- TEA staff will attend the Southeast Regional Resource Center (SERRC) Regional Early Childhood Forum with presentations and invited guests, OSEP, National Early Childhood Technical Assistance Center (NECTAC), and Data and Accountability Center (DAC) representatives (October 2008).

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

Part B State Annual Performance Report (APR) for 2007

Monitoring Priority: FAPE in the LRE

Indicator 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.

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

Measurement:

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in a, but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and reasons for the delays.

Percent = c divided by (a – b – d) times 100.

FFY	Measurable and Rigorous Target
2007	100% of children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.

FFY 2006 SPP/APR Response Table Update

The State collected and reported baseline data for Indicator 12 in FFY 2007.

Data Collection Activities for Baseline and Measurable Targets for FFY 2007 APR:

The Texas Education Agency (TEA) has developed a secure, online application for the collection of data related to Indicator 12. During the FFY 2007, all districts that evaluated students with disabilities submitted aggregate data on the transition of children referred by Part C to Part B. Districts that did not evaluate any students with disabilities referred submitted a Zero count. The application was designed to validate data to ensure integrity (for example, certain counts could not exceed the totals entered). Additional information about the data collection process for Indicator 12 (instructions, collection instrument, etc.) can be found on the TEA website at: <http://ritter.tea.state.tx.us/special.ed/spp/ind11-13.html>.

Actual Target Data for FFY 2007 (Baseline):

	FFY 2007
Statewide Percentage of Effective Part C to Part B Transition	2007-08
a. # of children who have been served in Part C and referred to Part B for eligibility determination	8,667
b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays	1,237
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	5,706
d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.	0
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. Calculation = (c. / (a. - b.)) * 100	77%

States are required to report (1) the range of days beyond the third birthday when eligibility was determined and the IEP developed and (2) any reasons for the delays.

(1) Range of Days

1-29 days over	808	47%
30 days or more over timeline	916	53%
Total Over Timeline	1,724	100%

(2) Reported reasons for the delay* include:

14%	Child unavailable for scheduled assessments
32%	Parent scheduling issues
13%	Transition planning meeting convened by Part C did not occur prior to child's 3 rd birthday within timeline
19%	Unforeseen district scheduling/staffing issues
22%	Other

*571 instances

Identification of Noncompliance

Of the 693 districts that met the reporting criteria for data submission, 456 districts (66%) were in 100% compliance while 237 districts (34%) were not. In spring 2009, the TEA will notify districts with noncompliance. Districts will have no later than one year from notification to provide evidence of correction in order to meet compliance. Findings of noncompliance related to this indicator in FFY 2007 will be reported in Indicators 12 and 15 in the FFY 2008 APR due February 2010.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

I. Improvement Activities Completed

During the 2007-08 year, the TEA completed the following activities to improve the data reporting system:

Data Collection Improvement

- TEA staff met weekly with the SPP12 Data Collection Design Team to develop a data collection system that ensures valid and reliable data. As a result of these meetings, the technical assistance documentation (overview, instructions for data collection, an FAQ and state guidance) were developed.

Technical Assistance

- TEA staff provided an overview of the Indicator 12 Data Collection Process at the Texas Council of Administrators of Special Education (TCASE) Winter Conference.
- TEA mailed correspondence all districts in the state providing formal notice of the requirement for data collection and submission.
- TEA staff provided monthly updates via a TETN broadcast to the 20 ESC Special Education Directors.
- The TEA website was updated to include an overview, instructions for data collection, an FAQ and state guidance.

<http://ritter.tea.state.tx.us/special.ed/spp/faq12.html>

<http://ritter.tea.state.tx.us/special.ed/spp/geninfo12.html>

<http://ritter.tea.state.tx.us/special.ed/spp/instruct12.pdf>

Training

- Training was developed based on the needs of the state in the fulfillment of this requirement. Training is ongoing.
- Training specific to early childhood transition was provided on the revised *A Guide to the Admission, Review and Dismissal Process* (<http://framework.esc18.net/>)
- ESC staff continued to disseminate and train on *Beyond ECI*, the *Early Childhood Transition Memorandum of Understanding*, and the *Key Elements of Effective Transition* technical assistance documents

<http://ritter.tea.state.tx.us/special.ed/guidance/>

FFY 2007 Technical Assistance Update

As part of the consequence of the State's determination level of Needs Assistance or lower for two consecutive years, the State is required to report in its Annual Performance Report technical assistance it sought during the reporting period.

In addition to participating in the regularly scheduled monthly technical assistance calls with OSEP, the following technical assistance was received for this indicator:

- TEA staff attended the National Accountability Conference and OSEP Leadership Conference held in Baltimore, Maryland in August, 2008. The conference provided OSEP guidance, clarification, technical assistance, and presentations related to indicator 12 in the SPP/APR. Additionally, the conference afforded TEA staff the opportunity to network with other states in regard to their approach, experience and activities associated with the indicator.
- TEA staff attended Quarterly Early Childhood Intervention Advisory Meetings
- TEA staff participated in the Raising Texas Initiative to promote a more effective transition process

II. Explanation of Progress or Slippage

The State did not meet the 100% compliance target in FFY 2007. During FFY 2007 baseline data were collected from all districts where a student transitioned from Part C to Part B. 693 districts reported on 8,667 students. Seventy-seven percent (77%) of those students who were found eligible for special education services had an IEP implemented by their third birthday. The State reviewed the data for reliability and validity.

Since data were not collected in FFY 2006 for this indicator, the State is unable to compare between years for the purpose of providing an explanation of progress or slippage. A preliminary analysis of the data indicates that the State should show progress in the FFY 2008 APR due February 2010.

The Agency continues to work with the Preschool Consultants located at each Education Service Center to analyze data and determine areas requiring improvement and additional technical assistance.

Relationships with the Texas Department of Assistive and Rehabilitative Services Division of Early Childhood Intervention, Raising Texas, Texas Department of Family and Protective Services, Ready for Success Initiative and the interagency departments who serve 3-5 year old students are continuing to be broadened and strengthened with the ultimate goal of a cooperative effort for all young children to be active and successful participants during the early childhood years and in the future.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

I. Targets

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

II. Improvement Activities / Timelines / Resources

During the 2008-09 year, the TEA will implement the following activities to improve the data reporting system:

Noncompliance Follow Up	Timeline	Status
<ul style="list-style-type: none"> Data will be reviewed and analyzed by the TEA staff to determine state issues and a course of action. 	December 2008	Completed
<ul style="list-style-type: none"> The TEA will notify districts regarding their compliance status and required action plan. 	Spring 2009	New

Technical Assistance	Timeline	Status
<ul style="list-style-type: none"> The Preschool Specialist located at each of the 20 Education Service Centers will provide assistance to districts in the requirements of reporting early childhood transition and offer strategies for the timeliness and accuracy of data submissions. 	July 2008 – June 2009	Ongoing
<ul style="list-style-type: none"> The TEA will provide frequent updates concerning this indicator via TETN broadcast to the 20 ESC Special Education Contacts. 	July 2008 – June 2009	Ongoing
<ul style="list-style-type: none"> The TEA will hire a contract consultant to assist in developing strategies for cross indicator analysis. The consultant will also assist the TEA with developing guidance for the ESCs to analyze their regional data in order to provide technical assistance to their districts. 	September 2008 – June 2009	Ongoing
<ul style="list-style-type: none"> The TEA will develop reports based on the data collected that can be accessed by state, regional and district personnel to assist with the correction of noncompliance and to guide policy decisions. 	January 2009	Completed

Training	Timeline	Status
<ul style="list-style-type: none"> ESCs will continue to train and provide technical assistance to district personnel on the data collection system. 	July 2008 – June 2009	Ongoing

FFY 2008 Technical Assistance Update

As part of the consequence of the State's determination level of Needs Assistance or lower for two consecutive years, the State is required to report in its Annual Performance Report technical assistance it sought during the reporting period.

In addition to participating in the regularly scheduled monthly technical assistance calls with OSEP, the following technical assistance was received for this indicator:

- TEA staff will attend the Southeast Regional Resource Center (SERRC) Regional Early Childhood Forum with presentations and invited guests, OSEP, National Early Childhood Technical Assistance Center (NECTAC), and Data and Accountability Center (DAC) representatives (October 2008).
- The State TEA will participate in the technical assistance calls with SERRC, Early Childhood Outcome (ECO) Center, NECTAC, and OSEP concerning Indicator 12 data collection.

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

Part B State Annual Performance Report (APR) for 2007

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

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

Measurement:

Percent = # of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals divided by # of youth with an IEP age 16 and above times 100.

FFY	Measurable and Rigorous Target
2007	100% of youth aged 16 and above have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

FFY 2006 SPP/APR Response Table Update

The State collected and reported baseline data for Indicator 13 in FFY 2007. The findings of noncompliance for Indicator 13 reported in FFY 2006 APR are still in the process correction. Notification to districts concerning noncompliance was issued in April of 2008. The status of correction of noncompliance related to Indicator 13 will be reported in the FFY 2008 APR in February of 2010.

Data Collection Activities for Baseline and Measurable Targets for FFY 2007 APR:

In partnership with Region 11 Education Service Center (ESC), the Texas Education Agency (TEA) developed a secure, online application for the collection of data related to Indicator 13. During the FFY 2007, all districts serving students with disabilities receiving special education services ages 16-21 submitted student level data on compliance aspects of the secondary transition process. Districts that did not serve students with disabilities ages 16-21 were not required to submit data. Districts with less than 30 students with disabilities ages 16-21 were required to submit data on all students. Districts with more than 30 students with disabilities ages 16-21 were required to follow a sampling procedure to ensure the submission of data reflective of the district's student with disabilities ages 16-21 population. A description of the sampling procedure can be found on the TEA website at:
<http://ritter.tea.state.tx.us/special.ed/spp/sampling.html>.

Data collection and use of the online application was an integral part of the statewide training process for this indicator. The training presented data collection tools including a Checklist for Measurement of Indicator 13, a Student Folder/IEP Review Chart, and an On-Line Template for data entry. These tools facilitated the folder review for students. The Checklist items address the Individuals with Disabilities Education Act (IDEA 2004) legal requirements for high school transition.
<http://ritter.tea.state.tx.us/special.ed/spp/checklist13.doc>

Actual Target Data for FFY 2007 (Baseline):

Statewide Percentage of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services

	FFY 2006 2006-07	FFY 2007 2007-08
a. # of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services	677	18,917
b. # of youth with disabilities aged 16 and above in the dataset	3,308	28,084
c. % of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services (c. = (a. / b.) * 100)	20%	67%

Note: FFY 2006-07 dataset included those students from 14 districts with average daily membership exceeding 50,000 students. FFY 2007-08 dataset included students from 1,088 districts which served students with disabilities ages 16-21.

Identification of Noncompliance

Of the 1,088 districts that met the reporting criteria for data submission, 654 districts (60%) were in 100% compliance while 434 districts (40%) were not. In spring 2009, the TEA will notify districts with noncompliance. Districts will have no later than one year from notification to provide evidence of correction in order to meet compliance. Findings of noncompliance related to this indicator in FFY 2007 will be reported in Indicators 13 and 15 in the FFY 2008 APR due February 2010.

Discussion of Baseline Data:

District staff using the Checklist for Measurement of Indicator 13 and the Student Folder/IEP Review Chart reviewed individualized Education Programs (IEPs) of 28,084 students. The data collection tools can be found on the Transition in Texas website at:

<http://www.transitionintexas.org/Indicator13/Indicator13.html>.

The Checklist for Measurement of Indicator 13 aligned with the National Secondary Transition Technical Assistance Center (NSTTAC). SPP Indicator 13 IEP checklist ensures that comparable data is collected throughout the state. The reviewer responds either “yes” or “no” to each of the thirteen compliance items included in the Checklist.

The Checklist addresses the following key elements of secondary transition:

- The IEP includes measurable postsecondary goals
- The IEP includes coordinated, measurable annual IEP goals
- The IEP includes transition services in the form of coordinated activities.

In order to report an IEP in compliance for Indicator 13, all thirteen compliance Checklist items must have a “yes” response. Therefore, if there was one “no” response, the IEP did not meet the SPP Indicator 13 measurement requirements. The data collection tools can be found on the Transition in Texas website at: <http://www.transitionintexas.org/Indicator13/Indicator13.html>

The number of districts serving students with disabilities ages 16-21 totaled 1,088. Within these 1,088 districts, district staff reviewed 28,084 student folders. Of these student folders, 67% (18,917) of youth 16 and above had an IEP that included coordinated, measureable annual IEP goals and transition services that would reasonably enable the student to meet the postsecondary goals. Of the 28,084 folders reviewed, 33% (9,175) of youth age 16 and above did not have an IEP that included these IEP goals and transition services.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007.

I. Improvement Activities Completed:

See Indicator 1: Graduation, under "High School/Transition" for list of completed Improvement Activities for FFY 2007 associated with this indicator.

FFY 2007 Technical Assistance Update

As part of the consequence of the State's determination level of Needs Assistance or lower for two consecutive years, the State is required to report in its Annual Performance Report technical assistance it sought during the reporting period.

In addition to participating in the regularly scheduled monthly technical assistance calls with OSEP, the following technical assistance was received for this indicator:

- TEA staff attended the National Accountability Conference and OSEP Leadership Conference held in Baltimore, Maryland in August, 2008. The conference provided OSEP guidance, clarification, technical assistance, and presentations related to indicator 13 in the SPP/APR. Additionally, the conference afforded TEA staff the opportunity to network with other states in regard to their approach, experience and activities associated with the indicator.

II. Explanation of Progress and Slippage

The State did not meet the 100% compliance target in FFY 2007. Only 67.4% of youth age 16 and above had an IEP that included coordinated, measureable IEP goals and transition services that would reasonably enable students to reach secondary goals. Comparisons between the two years of data cannot be made since the first year data collection was limited to the 14 districts in the State with average daily memberships (ADM) of 50,000 students. The State anticipates an increase in the percentage of youth age 16 and above with an IEP that included coordinated, measureable IEP goals and transition services as a result of increased awareness and training associated with Indicator 13. After analyzing the quantitative and qualitative data associated with Indicator 13, it appears that the discussion of coordinated, measurable IEP goals and transition services is occurring by teachers with the students, but the documentation in the IEP is not indicative of that discussion. The State has concluded in this analysis that the wrong personnel are attending the statewide training related to transition services. Directing the transition training to school personnel with direct involvement with the students is part of the State's improvement activities for next year.

Revisions with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

I. Targets

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

II. Improvement Activities / Timelines / Resources

See Indicator 1: Graduation, under “High School/Transition” for list of proposed Improvement Activities for FFY 2008 associated with this indicator.

FFY 2008 Technical Assistance Update

As part of the consequence of the State’s determination level of Needs Assistance or lower for two consecutive years, the State is required to report in its Annual Performance Report technical assistance it sought during the reporting period.

In addition to participating in the regularly scheduled monthly technical assistance calls with OSEP, the following technical assistance was received for this indicator:

- TEA staff will attend the Southeast Regional Resource Center (SERRC) Regional Early Childhood Forum with presentations and invited guests, OSEP, National Early Childhood Technical Assistance Center (NECTAC), and Data and Accountability Center (DAC) representatives (October 2008).

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

Part B State Annual Performance Report (APR) for 2007

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

Measurement:

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 divided by # of youth assessed who had IEPs and are no longer in secondary school times 100.

FFY	Measurable and Rigorous Target
2007	82% of youth who had IEPs, are no longer in secondary school who have been competitively employed, enrolled in some type of post secondary school, or both, within one year of leaving high school.

FFY 2006 SPP/APR Response Table Update

The State collected valid and reliable data for Indicator 14 in FFY 2007. A detailed description concerning issues related to the sampling plan is addressed in this indicator.

Overview of Issue/Description of System or Process:

Texas Effectiveness Study (TES)-Post-School Survey

In 1990, the Texas Education Agency (TEA) began a Special Education Effectiveness Study. In an effort to decentralize state activities, the TEA awarded the TES project to Education Service Center (ESC) Region XI in 1995. Seven studies completed after 1995 examine the effectiveness of special education in preparing youth with disabilities for life after high school. Recently, the ESC Region XI has revised the project to ensure the collection of valid and reliable post school outcome data for reporting in Indicator 14.

In 2007-08, the TES project used a phone survey to improve the response rate and increase the dataset for reporting purposes. The survey provided a clear measure of post-school results of youth with disabilities as they transition from high school to adult life.

Sampling Methodology

One-sixth of all Texas districts will be sampled each year with every district included at some point during the six-year cycle. Each district with an average daily membership (ADM) of 50,000 students or more must be included each year. The TEA selects a representative sample of districts to reflect the state's distribution of students. A random sampling method represents both the state and district level. Every exiting or grade 12 population of students will be sampled.

Sampling Design: Size and Selection

In the state of Texas, the total student enrollment exceeds 4.6 million students. The total number of graduates for the class of 2006 equaled 240,485 of which 25,905 or 10.8% were graduates who received special education services. From the group of 25,905 graduates, the TEA identified a sample of 12,674 students to participate in the Grade-12 Exit Survey.

Response Rate

The 12,674 student sample yielded 2,790 “callable” participants in the telephone survey. Surveyors made contact with 1,362 participants for a response rate of 49% (1,362 divided by 2,790). 113 districts were represented in the dataset, including all districts with an average daily membership (ADM) of 50,000 students.

Sampling Bias

The sampling design was constructed to limit sampling bias. As a result of implementing the data collection process, bias was introduced into the system. Examples of sampling bias introduced include:

- Sample reflecting population: Reasonable approximation of the randomness of the sample and how closely the sample will represent the population as a whole.
- Under-representative number of dropouts: the district difficulty in locating high school dropouts influences reporting of dropouts in the study.
- Non-response: The sampling bias is introduced because of a large movement of families after students exit high school. Improvement activities focus on identifying survey design and implementation measures to reduce the degree of bias introduced into the system.

Valid, Reliable and Confidential Data

Researchers used a multi-stage quality control process throughout the duration of the study including the following:

- On-site and off-site monitoring of interviewers’ efforts by project-specific quality control (QC) leaders.
- On-going, constant dual data reviews conducted by data collection leaders and by data cleaning team throughout the entire data collection period.
- Electronic tracking of interviewers’ performance – dialing statistics, completed interviews, refusals, non-contacts, average interview lengths.
- Electronic tracking of survey progress – sample dispositions, quotas, frequencies.
- Electronic sample management – up-to-date status of each sample along with customized and flexible dialing algorithms.
- Live, full monitoring of interviews led by quality control managers and supervisors. (Quality control managers heard and viewed sessions when conversations occurred between interviewer and respondent through remote visual monitoring.)
- Dual project data reviews were also a key part of the overall QC process.

All interviewers assigned to this survey were trained, experienced interviewers. Prior to beginning work on the survey, interviewers went through a detailed project briefing. This briefing entailed the following:

- Summary of project purpose and its importance.
- Answers to anticipated “frequently asked questions” (FAQ’s).
- Question by question review of intent of question, acceptable responses, and special instructions.
- Practice in conducting the interview.
- Intensive monitoring of the first interview until the interviewer is performing flawlessly.

For confidentiality reasons, technology-based security provided protection of all of the data. Project programs involved dual password settings to prevent access by any non-project team members. In addition, Marketing Research Association's (MRA) recommended industry-wide practices protected both client and respondent confidentiality.

ESC Region XI for verification and filing, accepted Non-Disclosure agreements from employees involved with the survey portion of the project

The Grade-12 Exit Survey

- Administered before a cohort graduates or leaves high school, the survey is designed to collect information on students' educational experiences and preparation for life after high school. Contact information is also gathered to assist in locating students after they leave the school environment.

The Post-School Survey

- Administered to the exiting cohort of students within one year of leaving high school. This survey is used to obtain information about where former high school students study, work, live, and spend their free time. The Post-School Survey link: <http://www.esc11.net/TES/survey/>.

Actual Target Data for FFY 2007:

	FFY 2006 2006-07		FFY 2007 2007-08	
A. Competitively employed	28	34%	389	28%
B. Enrolled in some type of postsecondary school	18	22%	206	15%
C. Competitively employed and enrolled in some type of postsecondary school	21	26%	536	39%
D. Number 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	67	82%	1,131	82%
E. Number of youth in the reporting sample	82		1,381	
% 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 (D / E * 100)	82%		82%	

Definitions

Competitive Employment: work in an integrated setting at least part-time, in which an individual is compensated on/ above minimum wage; and may include supported employment and self-employment. "Full-time" work was defined as engaging in competitive employment 35 or more hours a week, and earning at least \$5.85, minimum wage, in a general public setting. "Part-time" work is defined as engaging in competitive employment 34 or less hours a week.

Post Secondary School: any public or private university, college, community college, technical training school, vocational school, certificate program, or other educational and/or training entity that leads an individual towards employment.

Summary of Results

Most post-school survey participants have been both enrolled in postsecondary training, technical school, community college or university and employed (39%). The second most common situation, representing 28% were employed but not enrolled. Eighteen percent of the participants reported they were neither enrolled, nor employed and 15% reported they were enrolled but not employed. It is clear that more participants have been employed (67%), regardless of their enrollment status. Fifty-four percent of the participants have been enrolled in postsecondary training regardless of their employment status.

Of the participants that worked/work, the overwhelming majority report being employed by the community. Most participants who have been employed worked/work at least 35 hours a week and were/are paid minimum wage. After high school, the majority of participants who enrolled in school entered a 2-year Community College and were/are enrolled full-time.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

I. Improvement Activities Completed:

The improvement activities related to increasing the 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 are interrelated to several other indicators in the Annual Performance Report (APR) including:

- Indicator 1 Graduation
- Indicator 2: Dropout Rate
- Indicator 13: Transition Planning

When addressing the Post-school Outcomes indicator, the data from these indicators easily contributes to the outcomes associated with Indicator 14.

Based on the previous findings, discussion, baseline data, and program evaluation information presented, in order to increase the efficiency and effectiveness of the TES the following activities are complete or continuing for 2007-2008.

FFY 2007 Technical Assistance Update

As part of the consequence of the State's determination level of Needs Assistance or lower for two consecutive years, the State is required to report in its Annual Performance Report technical assistance it sought during the reporting period.

In addition to participating in the regularly scheduled monthly technical assistance calls with OSEP, the following technical assistance was received for this indicator:

- TEA staff attended the National Accountability Conference and OSEP Leadership Conference held in Baltimore, Maryland in August, 2008. The conference provided OSEP guidance, clarification, technical assistance, and presentations related to indicator 14 in the SPP/APR. Additionally, the conference afforded TEA staff the opportunity to network with other states in regard to their approach, experience and activities associated with the indicator.
- ESC staff participated in conference calls and attended conferences sponsored by the National Post-School Outcomes Center (NPSOC) to enhance training associated with the collection of post school outcome data.

During 2007-2008, the Texas Effectiveness Study project completed the following Improvement Activities:

Survey Improvements

- The network shortened and revised the grade 12 Exiting Survey and Postsecondary Follow-up

Survey. In addition, a Postsecondary Follow-up Survey was developed.

- Sampling plan for the Grade 12 Exiting Survey was reviewed and adjusted to collect data from a representative sample of students across the state.
- An online data entry process was developed and utilized to allow districts/charters to enter Grade 12 Exiting Survey data.
- The network revised a Grade 12 Exiting Survey and Postsecondary Follow-up Survey to obtain data from grade 12 students and students one year after graduation.
- Data collection for the Postsecondary Follow-up Survey was conducted by a contracted telephone survey company contacting students one year after graduation.
- Network members completed a qualitative case study of former students to provide more in-depth information about specific students and to clarify quantitative information.
- Network members adopted the National Secondary Transition Technical Assistance Center (NSTTAC) and NPSOC definitions of competitive employment and enrollment in postsecondary education/training.

Training

- Training on sampling and use of the Grade 12 Exiting Survey was provided to Education Service Center specialists and special education directors via TETN (Texas Education Telecommunication Network.)

Technical Assistance

- General information and technical assistance documents were developed to aid districts in understanding the sampling process for conducting the Grade 12 Exiting Survey.
- Ongoing technical assistance was provided to ESC specialists and Special Education staff in districts/charters across the state primarily via telephone and e-mail.
- The network developed reports using the Postsecondary Follow-up Survey data at statewide and regional levels.

As previously indicated, the purpose of the Texas Effectiveness Study (TES) is to provide a clear measure of post-school outcomes for students receiving special education services as they transition into adult life. During this reporting period, resources were directed to collect information and ensure validity and reliability. The Grade-12 Exit Survey and Post-School Survey were conducted to analyze and compare data of student cohorts. The Statewide High School Transition Network will renew annually the commitment to increase post school outcomes in competitive employment and education for special education students in Texas.

II. Explanation of Progress or Slippage

Statewide, 82% of students with disabilities are enrolled in post-secondary education, employed or both enrolled and employed one year after leaving high school. The State met the state target of 82%.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

I. Targets

No revision to the 83% target for FFY 2008.

II. Improvement Activities / Timelines / Resources

During 2008-2009, the Texas Effectiveness Study project plans to implement the following Improvement Activities

Conference/Meeting Participation	Timeline	Status
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<ul style="list-style-type: none"> Ongoing technical assistance will be obtained from the National Post-School Outcomes Center (NPSOC) via conference calls, e-mail, and teleconferences. 	October 2008 – August 2009	Continuing
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Survey Improvements	Timeline	Status
<ul style="list-style-type: none"> Grade 12 Exiting Survey and Postsecondary Follow-up Survey will be reviewed and revised based on input from the Post-School Results Continuous Improvement Committee and districts/charter across the state as well as analysis of data collected during this year. 	September 2008 – January 2009	Continuing
<ul style="list-style-type: none"> Sampling plan for the Grade 12 Exiting Survey will be reviewed and adjusted to best collect data from a representative sample of students across the state. 	October 2008 – January 2009	Continuing
<ul style="list-style-type: none"> Online data entry process will be reviewed, adjusted, and utilized to allow districts/charters to enter Grade 12 Exiting Survey data. 	December 2008 – July 2009	Continuing
<ul style="list-style-type: none"> Revised Grade 12 Exiting Survey and Postsecondary Follow-up Survey will obtain data from grade 12 students and students one year after graduation. 	April 2009 – July 2009	Continuing
<ul style="list-style-type: none"> Data collection for the Postsecondary Follow-up Survey will be conducted by a contracted telephone survey company that will contact students one year after graduation. 	April 2009 – June 2009	Continuing
<ul style="list-style-type: none"> Reports will be developed using the Postsecondary Follow-up Survey data at statewide, regional, and district levels. 	June 2009– August 2009	Continuing
<ul style="list-style-type: none"> Statewide and region data will be supplied to leadership of other statewide projects/functions including High School Transition, AGC, 3 LID, Multicultural and Diverse Learners, Parent Coordination, Services for the Deaf, Visually Impaired, Behavior and Discipline Management, and Autism. 	July 2009 – August 2009	New
<ul style="list-style-type: none"> Disability Services Offices of two year and four year state colleges and universities will be surveyed to determine number of prior special education students being served and types of supports provided to these students. 	November 2008 – May 2009	New
<ul style="list-style-type: none"> The Texas System for collecting Post-School Outcome data will be reviewed by the Post-School Results Continuous Improvement Committee for input and improvement suggestions. 	April 2009	Continuing

Technical Assistance	Timeline	Status
<ul style="list-style-type: none"> Ongoing technical assistance will be provided to ESC specialists and Special Education staff in districts/charters across the state primarily via telephone and e-mail. 	March 2009 – July 2009	Continuing
<ul style="list-style-type: none"> General information and technical assistance documents will be reviewed, adjusted, and updated to aid districts in understanding the sampling process for conducting the Grade 12 Exiting Survey. 	December 2008 – February 2009	Continuing

Training	Timeline	Status
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<ul style="list-style-type: none"> • Training on sampling and use of the Grade 12 Exiting Survey will be provided to Education Service Center specialists and Special Education Directors via TETN (Texas Education Telecommunication Network.) 	<p>February 2009 – March 2009</p>	<p>Continuing</p>
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FFY 2008 Technical Assistance Update

As part of the consequence of the State’s determination level of Needs Assistance or lower for two consecutive years, the State is required to report in its Annual Performance Report technical assistance it sought during the reporting period.

In addition to participating in the regularly scheduled monthly technical assistance calls with OSEP, the following technical assistance was received for this indicator:

- TEA staff will attend the Southeast Regional Resource Center (SERRC) Regional Early Childhood Forum with presentations and invited guests, OSEP, National Early Childhood Technical Assistance Center (NECTAC), and Data and Accountability Center (DAC) representatives (October 2008).

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

Part B State Annual Performance Report (APR) for 2007

Monitoring Priority: Effective General Supervision Part B / General Supervision

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))

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

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

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

FFY	Measurable and Rigorous Target
2007	The State will demonstrate 100% compliance with requirement for correction of noncompliance within one year of identification.

FFY 2006 SPP/APR Response Table Update

The 12 findings of noncompliance identified and reported in Indicator 15 in the FFY 2004 APR have been corrected.

The 15 findings of noncompliance identified and reported in Indicator 15 in the FFY 2005 APR have not been corrected. The districts with the remaining findings are in escalated oversight.

The State addresses the status of timely correction of noncompliance identified in Indicator 15 from FFY 2006 found in the table on p. 83.

The State addresses of specifically identified noncompliance under Indicator 4 on p. 34, and Indicator 13 on p. 68 (see FFY 2006 SPP/APR Response Table Update).

Federal Definitions for Indicator 15:

CORRECTION OF NONCOMPLIANCE: The State requires the local education agency (LEA) [district] 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 2007:

Findings of Noncompliance

	2005-06*	2006-07**	2007-08
a. # of findings of noncompliance	234	774	539
b. # of corrections completed as soon as possible but in no case later than one year from identification	222	705	472
Calculation: $b / a * 100$	95%	91%	88%

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.

Actual Target Data for FFY 2007: Disaggregated Findings of Noncompliance, 2007-08

Cluster	SPP Indicators	Function	Total # of Findings	# Corrected Within Year	# Corrected Beyond Year	# Continuing Noncompliance
1	1. Percent of youth with IEPs graduating from high school with a regular diploma.	Monitoring	16	12	0	4
	2. Percent of youth with IEPs dropping out of high school	Complaints	0	0	0	0
	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.					
	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
2	4. 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	11	9	0	2
	9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Complaints	0	0	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
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	24	19	1	4
	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	92	92	0	0
		Due Process	9	9	0	0
5/6	6. Percent of preschool children ages 3 through 5 – early childhood placement.	Monitoring	0	0	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
7	3. Participation and performance of children with disabilities on statewide assessments.	Monitoring	22	17	0	5
		Complaints	0	0	0	0
	5. Percent of children with IEPs ages 6 through 21 - educational placements.	Due Process	0	0	0	0
Other Areas of Noncompliance		Monitoring	288	238	10	40
		Complaints	65	65	0	0
		Due Process	12	12	0	0
Totals			539	473	11	55
% Corrected within One Year			88%			

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

I. Improvement Activities Completed

Monitoring Activities, 2007-08

The 2007-08 special education monitoring process included four types of monitoring activities: Performance-Based Monitoring (PBM) of public school districts including charter schools; approval and re-approval of nonpublic schools; cyclical monitoring of other entities that provide services to students with disabilities; and residential facility monitoring.

PBM

All districts were evaluated through an analysis of district data against standards of the Performance-Based Monitoring Analysis System (PBMAS). Information on the 2007-2008 PBMAS is available at <http://ritter.tea.state.tx.us/pbm/2007>. The districts that were evaluated received ratings that placed them into one of five stages of intervention. Information on the 2007-2008 stages of intervention is available at <http://ritter.tea.state.tx.us/pmii/spedmon/2008>. 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. The following table shows how the 491 districts that received ratings were distributed among the five stages of intervention:

Stage of Intervention	# of districts
1A	332
1B	74
2	40
3	29
4	16
Total	491

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

Initial and Re-approval for Nonpublic Schools

The TEA monitors both day and residential nonpublic schools with which districts may contract for special education instructional and related services. Information on the process of approving and monitoring nonpublic schools is available at the following website: <http://ritter.tea.state.tx.us/pmi/spedmon/nonpublic.html>. During the 2007-2008 year, the TEA reviewed seven nonpublic schools for re-approval and one for an initial approval. A total of 63 districts contracted with these eight nonpublic schools during the school year. Each nonpublic school completed a self-analysis concerning state and federal regulations prior to the on-site review. Additionally, the contracting district completed and submitted a focused compliance report for each student who is being educated in the nonpublic school. The on-site review focuses on programs and services relative to appropriate staffing, specific program locations, specific areas of disabilities, and age ranges. Noncompliance may be identified as issues for the nonpublic school, and, if applicable, any contracting district.

Other Monitoring Activities

The TEA also monitors four entities that are under the oversight of other state agencies, but provide educational services to students with disabilities: Texas School for the Deaf, Texas School for the Blind and Visually Impaired, Texas Youth Commission, and the Windham Prison System. These entities are monitored on a four-year cycle. A monitoring review of the Texas School for the Blind and Visually Impaired was conducted during 2007-2008.

Residential Facility Monitoring (RFM)

Under a consent decree in the case of *Angel G. et al. v. Texas Education Agency et al.*, the TEA monitors districts that serve students with disabilities who reside in residential facilities (RF) within the geographic boundaries and/or jurisdiction of the district. Information on the RF monitoring system is available at the following website: <http://ritter.tea.state.tx.us/pmi/rfmon/>. Under this monitoring system, 30 RF contracting districts are selected annually for on-site visits. Selection determinations are based upon a review of data reported by districts and based on random selection. Certain on-site visits also occur for the purpose of random data verification as well as the implementation of the district's corrective action plan (CAP). For the 2007-2008 school year the following on-site reviews occurred:

Type of Review	# of districts
Performance review based on data reported by district	15
Performance review randomly selected	7
Data verification randomly selected	3
CAP implementation	5

On-site monitoring visits for selected districts are conducted using specific investigatory questions and compliance standards. This information may be found at http://ritter.tea.state.tx.us/pmi/rfmon/resources/RF_Monitoring_Manual_v1_08.pdf

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 <i>October 1, 2006 through October 1, 2007</i>	Monitoring Process for Identification	Further Action of TEA
Board of Managers and TEA Appointed Superintendent	1 District / 2 findings	PBM	Agency staff will work closely with the TEA appointed superintendent and his staff to verify correction of noncompliance and improvement of program effectiveness.
Special Purpose Conservator	8 Districts / 38 findings	RFM	Agency staff will work closely with special purpose conservators to verify correction of noncompliance and improvement of effectiveness
Special Purpose Monitor	1 District / 5 findings	PBM	Agency staff will work closely with special purpose monitor to verify correction of noncompliance and improvement of program effectiveness

Types of Intervention <i>Based on 19 Texas Administrative Code (TAC) §89.1076</i>	Districts with Continuing Noncompliance <i>October 1, 2006 through October 1, 2007</i>	Monitoring Process for Identification	Further Action of TEA
Focus technical assistance team	1 District / 3 findings	PBM	Agency staff will work closely with focus technical assistance team to verify correction of noncompliance and improvement of program effectiveness
On-site review conducted	3 Districts / 7 findings	PBM	Agency staff will conduct monthly follow-up communication to verify correction of noncompliance. On-site assistance, such as a focused technical assistance team or monitor, will be assigned if correction is not verified.

Intervention Definitions

Board of Managers and TEA Appointed Superintendent is assigned when the nature or duration of deficiencies required a board of managers to exercise the powers and duties of the board of trustees of the districts and to direct the operations of the district in areas of unacceptable performance

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. A conservator has the authority to direct an action to be taken by or approve or disapprove any action of a principal of a campus, the superintendent of the district, or the district's board of trustees as necessary to achieve his/her charges.

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.

On-site review is a TEA team visit to a district to conduct data and document reviews, conduct focus group discussions and interviews, and case studies.

The above chart indicates that there are 14 districts with uncorrected issues of noncompliance. Eight of these districts have been assigned on-site oversight by a conservator as dictated by the *Angel G.* consent decree. Three districts continue to have assigned on-site oversight due to continuing noncompliance that was first reported in the 2006 APR. The remaining three districts received an on-site review to examine the possible barriers to noncompliance remaining in an uncorrected status.

During the 2007-08 year, the TEA completed the following activities to improve the monitoring system:

- Ongoing training regarding the PBMAS and PBM intervention stages were conducted for districts and Education Service Centers (ESCs) through Texas Education Telecommunications Network (TETN) presentations, conferences, etc. Trainings on the RF monitoring system were conducted for RF districts and ESCs through TETN presentations, conferences, etc.

- Data validation and verification reviews were conducted with ten randomly selected districts to verify the 2006-2007 PBM system and process. Those districts that had noncompliance identified or were unable to have the PBM process validated were considered to be in escalated oversight.
- The number of program specialists to conduct reviews and follow-up contacts with districts was increased to ensure districts are contacted on a monthly basis.
- A new managerial position was created in the RF monitoring unit to coordinate the follow up of the corrective action plans (CAPs) with TEA staff and the affected districts.
- Agency staff updated and implemented revised written procedures for follow-up with noncompliant districts to ensure consistency in ongoing communication.
- Written procedures were revised and implemented for verification of correction of identified noncompliance to ensure consistency in requesting and reviewing documentation for corrections.
- On-going training was provided to monitoring staff in unit meetings on updated procedures regarding follow-up and verification of correction of identified noncompliance to enhance the staff awareness of the urgency of the requirement for districts to correct noncompliance as soon as possible but no later than one year from identification.
- Unit managers conducted monthly reviews with monitoring staff to discuss the ongoing status of noncompliant districts to ensure the implementation of follow-up activities.
- Monthly follow-up conference calls and email discussions were conducted with districts to review the issues of noncompliance and requests for verification of correction. These contacts heighten the awareness of the districts in correcting the issues of noncompliance as soon as possible, but in no case longer than one year. TEA staff included notification of possible sanctions that would occur if districts did not correct noncompliance.
- The TEA's internal State Supervision Committee reviewed all of the information in the *Disaggregated Findings of Noncompliance, 2006-2007* table. The committee analyzed the findings to determine systemic concerns and formulated strategies to address those concerns in the state. The information was discussed with the state's Continuing Advisory Committee and several Improvement Committees to determine next steps in providing additional guidance and/or technical assistance for the state.
- TEA staff attended at the Accountability Conference held in Baltimore, Maryland in August, 2008. The conference provided OSEP guidance, clarification, and technical assistance in regard to implementation of General Supervision responsibilities. Additionally, the conference afforded TEA staff the opportunity to network with other states in regard to their implementation of monitoring activities.

FFY 2007 Technical Assistance Update

As part of the consequence of the State's determination level of Needs Assistance or lower for two consecutive years, the State is required to report in its Annual Performance Report technical assistance it sought during the reporting period.

In addition to participating in the regularly scheduled monthly technical assistance calls with OSEP, the following technical assistance was received for this indicator:

- TEA staff attended the National Accountability Conference and OSEP Leadership Conference held in Baltimore, Maryland in August, 2008. The conference provided OSEP guidance, clarification, technical assistance, and presentations related to indicator 15 in the SPP/APR. Additionally, the conference afforded TEA staff the opportunity to network with other states in regard to their approach, experience and activities associated with the indicator.

II. Explanation of Progress or Slippage

In the 2006 Annual Performance Report (APR), the state reported 774 instances of identification of noncompliance with a 91% rate of correction of noncompliance within one year of identification. In this APR the state has reported 539 findings of noncompliance with an 88% rate of correction of noncompliance within one year of identification. This includes data related to findings of noncompliance across the State Supervision functions including the complaints resolution process, due process hearings, and the monitoring system.

The overall number of findings of noncompliance is down, from 774 last year to 539 this year; however, the number of instances of uncorrected noncompliance is up, from 38 last year to 55 this year. The 55 findings of noncompliance are all in the monitoring function. This is the first year in which findings from the *Angel G.* monitoring system have been available to include in this reporting process. In review of the uncorrected noncompliance, six of the districts representing 17 uncorrected findings were found in the PBM system. Those districts and the findings are in escalated sanctions which are reflected in the **Agency Action Related to Uncorrected Noncompliance in Monitoring** table in this indicator. The remaining nine districts representing 38 of the uncorrected findings of noncompliance are from the *Angel G.* monitoring system. The current status of these districts is reflected in the table as well. The escalated sanctions for these districts are dictated by the *Angel G.* consent decree. The 2006-2007 school year was the first year the residential facility monitoring system was developed and implemented. Because of requirements and timelines, the 2006-2007 and the 2007-2008 monitoring activities overlapped. Follow-up activities for 2006-2007 districts needed to occur as on-site reviews of the 2007-2008 districts were being conducted. The small number of dedicated staff to this monitoring activity contributed to this overlap. The agency has recently granted additional staff so that necessary follow-up can be conducted with districts to ensure correction of the noncompliance within the one year timeline.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

I. Targets

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

II. Improvement Activities / Timelines / Resources

During the 2008-08 year, the TEA will implement the following activities to improve the monitoring system:

- Restructure monitoring staff into project teams for monitoring activities to focus on the different areas of the monitoring systems. (September 2008)
- Continue staff development training, particularly with new staff, on the laws and regulations for TEA monitoring staff through unit meetings to ensure consistency in enforcing compliance with districts. (September 2008)
- Conduct monthly meetings with other TEA divisions who work in areas that affect special education to improve communication among the divisions at the TEA and ensure consistency in interpretation of laws and regulations. (September 2008)
- Determine areas of continuing noncompliance and work with program areas to provide additional guidance to districts, ESCs, and stakeholders.
- Continue training on the PBMAS and PBM intervention stages for districts and ESCs through TETN presentations, conferences, etc. (September 2008)
- Add additional staff to the RF monitoring unit who will have full-time responsibility to follow up with districts on corrective action plans and the correction of noncompliance. (September 2008)

- Continue trainings on the RF monitoring system for districts and ESCs through TETN presentations, conferences, etc. (September 2008)
- Continue data validation and verification reviews to be conducted with randomly selected districts to verify the 2007-2008 PBM system and process. (September 2008)
- Continue monthly reviews with monitoring staff by unit managers to discuss the ongoing status of noncompliant districts and ensure the implementation, consistency, and timeliness of follow-up activities. (September 2008)
- Conduct a meeting of the PBM Focus group to identify strengths of the current Performance-Based Monitoring (PBM) system, offer suggestions for ways to improve the system, and clarify roles and responsibilities of districts, education service centers (ESCs), and the TEA related to the system. The focus group includes a wide array of district and ESC representatives from across the state. ((November 2008)
- Develop a process of negotiation with districts regarding the length of time needed to correct specific areas of noncompliance. (Spring 2009)
- Explore expanded opportunities to discuss timely correction of noncompliance within the state to heighten awareness. (Spring 2009)
- Assign TEA staff to attend the SERRC Regional General Supervision Forum with presentations and invited guests, Ruth Ryder, OSEP and DAC representatives (October 2008).
- TEA staff attended the SERRC Regional Early Childhood Forum with presentations and invited guests, OSEP, NECTAC, and DAC representatives (October 2008).
- TEA staff attended the National Early Childhood Conference and SERRC Regional Meeting (December 2008).
- The TEA posted the **FREQUENTLY ASKED QUESTIONS REGARDING IDENTIFICATION AND CORRECTION OF NONCOMPLIANCE AND REPORTING ON CORRECTION IN THE STATE PERFORMANCE PLAN (SPP)/ANNUAL PERFORMANCE REPORT (APR) SEPTEMBER 3, 2008 to the TEA website (October 2008)**
- The TEA will develop, and post to the website, state guidance regarding identification and correction of noncompliance (Spring 2009).
- The TEA's internal State Supervision Committee will review all of the information in the *Disaggregated Findings of Noncompliance, 2007-2008* table. The committee will analyze the findings to determine systemic concerns and formulate strategies to address those concerns in the state.

FFY 2008 Technical Assistance Update

As part of the consequence of the State's determination level of Needs Assistance or lower for two consecutive years, the State is required to report in its Annual Performance Report technical assistance it sought during the reporting period.

In addition to participating in the regularly scheduled monthly technical assistance calls with OSEP, the following technical assistance was received for this indicator:

- TEA staff will attend the Southeast Regional Resource Center (SERRC) Regional Early Childhood Forum with presentations and invited guests, OSEP, National Early Childhood Technical Assistance Center (NECTAC), and Data and Accountability Center (DAC) representatives (October 2008).

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

Part B State Annual Performance Report (APR) for 2007

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
2007	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 2007:

Complaint Investigation Timeline	FFY 2005 2005-06	FFY 2006 2006-07	FFY 2007 2007-08
(1) Signed, written complaints total	451	450	425
(1.1) Complaints with reports issued	204	171	171
(a) Reports with findings	156	114	103
(b) Reports within timeline	175	166	158
(c) Reports within extended timelines	28	5	13
Percent of signed written complaints with reports issued that were resolved within 60-day timeline. Calculation: $[(1.1(b) + 1.1(c)) / 1.1 * 100$	99%	100%	100%

Source | Texas Education Agency, State Supervision Data

Federal Definitions:

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

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

(1.1)(a) Report with findings – The written decision, provided by the SEA to the complainant and public agency in response to a written, signed complaint, which finds the public agency to be out of compliance with one or more requirements of Part B of IDEA 2004.

(1.1)(b) Report within timeline – The written decision from the SEA was provided to the complainant and the public agency not later than 60 days after receiving the *written, signed complaint*.

(1.1)(c) *Report within extended timeline* – The written decision from the SEA was provided to the complainant and the public agency 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 exist with respect to a particular complaint; or if the parent and the public agency involved agree to extend the time to engage in mediation, or to engage in other alternative means of dispute resolution, if available in the State; or if the individual or organization and the public agency involved agree to extend the time limit to engage in mediation or other alternative means of dispute resolution available under State procedures.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

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.

During the 2007-08 year, the TEA completed the following activities to improve the dispute resolution system:

- TEA staff maintained ongoing review and revision of the special education complaint resolution procedures as needed in order to ensure a neutral, consistent, and responsive process.
- TEA staff managed complaint timelines to ensure signed, written complaints were resolved within the 60-calendar-day timeline or within a timeline extended for exceptional circumstances with respect to a particular complaint.
- TEA staff continued the refinement of the complaint processes related to the development of investigative reports, correspondence with complaint parties, and prompt follow-up on corrective actions associated with complaints and adverse due process hearings.
- TEA staff received 40 hours of basic mediation training from the Dispute Resolution Center in Austin, Texas. The skills learned from the mediation training are being used by special education complaint personnel in order to assist districts and complainants in resolving and preventing disputes. Further, the training has allowed the special education complaints staff to better explain and encourage parties to participate in the mediation process in order to resolve special education disputes.
- The Division of IDEA Coordination and the Division of Legal Services hosted a stakeholder meeting comprised of district representatives, parents, attorneys, and advocates from across the state in order to obtain input regarding improvement activities relative to the dispute resolution options in the state. The meeting also provided an opportunity for participants to exchange perspectives on the effectiveness of the dispute resolution functions provided by the state education agency.
- TEA staff, based on feedback obtained from the stakeholder focus group, reviewed and revised correspondence and procedures utilized by the special education complaints team in order to make correspondence more accessible to districts, complainants, and advocates.
- TEA staff (complaints and policy) and Division of Legal Services staff participated together in training relative to current special education legal decisions as provided by a nationally-recognized special education attorney and as facilitated by the Southeast Regional Resource Center (SERRC) in order to obtain technical assistance in coordinating consistent improvements related to the dispute resolution systems in Texas.

- TEA staff (complaints and policy) and Division of Legal Services staff participated together in audio-conference calls, hosted by the SERRC, with expert consultants regarding the policies, procedures, and practices in Texas related to dispute resolution systems to obtain feedback on specific issues in order to establish consistency in the application of federal and state regulations regarding special education services.
- TEA staff analyzed data collected for Indicator 15 on identified noncompliance and corrective actions across the state in order to identify specific areas of need for focused training and policy guidance. This analysis has also enabled division staff to review the effectiveness of assigned corrective actions.
- TEA staff added functionality to the Correspondence and Dispute Resolution Management System (CDRMS) that improved the investigators' ability to track and coordinate corrective actions. These enhancements not only continue to ensure noncompliance is promptly corrected within one calendar year from the date the noncompliance was identified, but also enable the TEA to monitor interim corrections.
- The TEA continued sponsoring a pilot project through the regional education service centers (ESCs) with regard to a statewide effort to provide facilitated admission, review, and dismissal committee (ARDC) meetings to local education agencies in order to assist in local dispute resolution.
- In order to disseminate information regarding the State's special education complaints resolution policies and procedures, the TEA participated in the following:
 - TEA staff members conducted information sharing with the ESCs by providing data from the 2007-08 school year related to special education complaints, due process hearings, and mediations. The data was provided to the ESCs and was utilized to provide more focused technical assistance to districts by allowing said assistance to specifically target re-occurring issues within each respective district.
 - The Division of IDEA Coordination, in conjunction with the Division of Legal Services, developed a new 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 is available on the TEA's website.
 - TEA staff conducted information sharing sessions with numerous parent organizations and local education agency representatives across the state with regard to the dispute resolution continuum provided by the TEA.
 - The Division of IDEA Coordination and the Division of Legal Services provided information to school districts, parents, and organizations with regard to special education resolution procedures, including revisions to the procedures as a result of the IDEA 2004 final regulations on the TEA website at <http://ritter.tea.state.tx.us/special.ed/medcom/>.
 - The Division of IDEA Coordination updated the CDRMS based on current regulations to reflect issues upon which complaints are filed and substantiated by school district/region in order to provide extensive data to the ESCs to ensure more specific areas of focused technical assistance for school districts.

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 due to the implementation of CDRMS, the special education complaint resolution system now incorporates interim checks and balances that are flexible and that ensure the completion of all special education complaint resolutions within the regulatory timeline. The system permits the TEA, 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 TEA's ability to conduct and complete a formal investigation within the 60-calendar-day 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

During the 2008-09 year, the TEA will implement the following activities to improve the dispute resolution system:

- 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 continue to analyze data collected for Indicator 15 to track identified noncompliance and corrective actions across the state in order to identify specific areas of need for focused training and policy guidance. This analysis will also enable division staff to review the effectiveness of assigned corrective actions.
- The Division of IDEA Coordination will participate in trainings provided by Regional Resource Centers with regard to special education case law, regulations, and special education complaint investigation procedures.
- The Division of IDEA Coordination will continue the development and implementation of more efficient policies, procedures, and practices to ensure prompt correction of identified noncompliance as soon as possible, but in all cases within one calendar year from the date of notification.
- The Division of IDEA Coordination will implement the feedback survey form that will be utilized in garnering input from parties participating in the special education complaints resolution process. Input from the forms will be reviewed on a quarterly basis and will be used for continuous improvement.

In order to disseminate information regarding the State's special education complaints policies and procedures, the TEA staff members will implement the following:

- The continued information sharing with the ESCs through the Texas Education Telecommunications Network (TETN) with regard to the complaints process;
- The continued information sharing with parent groups and districts across the state of Texas with regard to the special education complaint resolution process;
- The continued information sharing with ESC parent liaisons with regard to the special education complaint resolution process; and
- The continued information sharing with school districts, parents, and organizations with regard to special education complaints procedures through the TEA's webpage.

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

Part B State Annual Performance Report (APR) for 2007

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
2007	100% of fully adjudicated due process hearing requests are fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

Actual Target Data for FFY 2007:

Due Process Hearing Timeline	FFY 2005 2005-06	FFY 2006 2006-07	FFY 2007 2007-08
(3) Due process complaints total	277	329	300
(3.2) Hearings (fully adjudicated)	32	45	32
(a) Decisions within timeline (include expedited)	4	5	3
(b) Decisions within extended timeline	28	40	29
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. Calculation: $(3.2(a) + 3.2(b)) / (3.2) * 100$	100%	100%	100%

Source | Texas Education Agency, State Supervision Data

Federal Definitions

(3) Due Process complaints – a filing by a parent or public agency to initiate an impartial due process hearing on matters relating to the identification, evaluation, or educational placement of a child with a disability, or the provision of FAPE to the child.

(3.2) Hearings (fully adjudicated) – A hearing officer conducted a hearing, reached a final decision regarding matters of law and fact and issued a written decision to the parent and public agency.

(3.2)(a) Decision within timeline – The written decision from a *hearing (fully adjudicated)* was provided to the parties in the hearing not later than 45 days after the expiration of the *resolution period* or in the case of *expedited due process complaints*, provided no later than 10 school days after the hearing, which must occur within 20 school days of the date the *expedited due process complaint* is filed.

(3.2)(b) *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 expiration of the *resolution period*, but within a specific time extension granted by the hearing or reviewing officer at the request of either party.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

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.

During the 2007-08 year, the TEA completed the following activities to improve the dispute resolution system:

- In accordance with their contracts, the hearing officers received at least 10 hours of continuing legal education credit through the State Bar of Texas by attending training sessions, seminars and/or conferences relating to special education law topics;
- In October 2007, the TEA sponsored a training session for hearing officers regarding the use of the TEA's integrated Correspondence and Dispute Resolution Management System (CDRMS) database and received information about the dispute resolution indicators and non-compliance reporting requirements included in the APR;
- In February 2008, the TEA sponsored a training session for hearing officers by a nationally-recognized special education attorney and consultant regarding the responsibilities of hearing officers, requirements for special education due process hearings, and recent developments in special education law;
- In April 2008, the TEA sponsored, in part due to a recommendation by a focus group, a training session for hearing officers regarding the ethics of conducting fair and impartial hearings;
- In June 2008, the TEA sponsored a training session for hearing officers regarding the Commissioner of Education Rules for Special Education adopted in November 2007;
- In the spring and summer of 2008, the TEA evaluated each hearing officer's performance with regard to analysis and application of applicable law, timeliness of decisions, reversal rates, and administrative management of cases, among other things; and
- During the summer of 2008, the TEA developed a new survey regarding the due process hearing program to be distributed to the parties at the conclusion of each hearing to provide in an effort to obtain additional feedback about the program and hearing officer performance.

II. Explanation of Progress or Slippage

The TEA continued to meet its target with regard to this indicator. Of the 31 cases that were fully adjudicated, 3 decisions were issued within the 45-day timeline and 28 were issued within an extended timeline. The TEA attributes its performance regarding this indicator, in part, to its ongoing emphasis to hearing officers that decisions must be issued within timelines. In addition, the TEA believes that the weekly docket updates that are sent to each hearing officer and the information that hearing officers may access through the Correspondence and Dispute Resolution Management System (CDRMS) help ensure that hearing officers meet the deadlines for their assigned cases.

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 2008-09 year, the TEA will implement the following activities to improve the dispute resolution system:

- The TEA will sponsor additional training for hearing officers regarding the entry of hearing information into the CDRMS database;
- The hearing officers will begin distributing to the parties at the conclusion of each hearing the newly-developed survey regarding the due process hearing program;
- The TEA will sponsor training sessions for hearing officers on relevant special education and administrative law topics in an ongoing effort to ensure that hearings are conducted fairly and effectively; and
- As the new surveys on the due process hearing program are received, the TEA will evaluate the data to use for continuous improvement.

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

Part B State Annual Performance Report (APR) for 2007

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
2007	23% of resolution will result in settlement agreements.

Actual Target Data for FFY 2007:

Resolution Meetings	FFY 2005 2005-06	FFY 2006 2006-07	FFY 2007 2007-08
(3) Due process complaints total	277	329	300
(3.1) Resolution meetings	173	240	111
(a) Written settlement agreements	65	49	32
Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. Calculation: (3.1(a) / (3.1) * 100	38%	20%	29%

Source | Texas Education Agency, State Supervision Data

Federal Definitions

(3) Due Process complaints – a filing by a parent or public agency to initiate an impartial due process hearing on matters relating to the identification, evaluation, or educational placement of a child with a disability, or the provision of FAPE to the child.

(3.1) Resolution Meeting – A meeting, convened by the local education agency (LEA), between the parent(s) and school personnel to discuss the parent’s *due process complaint* and the facts that form the basis of the *due process complaint* so that the LEA has the opportunity to resolve the dispute that is the basis for the *due process complaint*.

(3.1)(a) Written settlement agreement – A legally binding written document, signed by the parent and a representative of the public agency, specifying the resolution of the dispute that formed the basis for a *due process complaint* arrived at in a *resolution meeting*.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

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.

During the 2007-08 year, the TEA completed the following activities to improve the dispute resolution system:

- Texas Education Agency (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 participants; and
- TEA trained its hearing officers to explain during their initial contact with the parties to a hearing that the parties were required to participate in a resolution session;
- TEA advised its hearing officers that a settlement agreement resulting from a resolution session must resolve all of the claims brought against the district in order to dismiss the case;
- TEA staff continued to provide verbal and written information about resolution sessions to the parties in due process hearings and to other stakeholders.

II. Explanation of Progress or Slippage

The TEA continues to recommend early resolution of special education disputes and to provide stakeholders with information about the resolution session process. Though there was a decline in the number of resolution sessions held as compared to the FFY 2006, the percentage of resolution sessions that resulted in a written settlement agreement increased. The TEA believes that the progress for this indicator may be attributable to its ongoing encouragement of early resolution coupled with the parties' recognition of the benefits of early resolution. The TEA is pleased with this progress and will continue to encourage early resolution.

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

I. Targets

No revision to the 32% target for FFY 2008 (based on a 3% increase from FFY 2007 performance).

II. Improvement Activities / Timelines / Resources

During the 2008-09 year, the TEA will implement the following activities to improve the dispute resolution system:

- The TEA will add a link to its website for a guidance document developed by the Center for Appropriate Dispute Resolution in Special Education (CADRE) titled *Resolution Meetings A Guide for Parents* and will also send copies of this document to parties involved in a due process hearing;

- The TEA will continue to provide training to Hearing Officers, TEA staff, and stakeholders on how to encourage early resolution of special education disputes; and
- The TEA will continue conducting data analysis with regard to understanding the dynamic intersections between the available dispute resolution options.

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

Part B State Annual Performance Report (APR) for 2007

Monitoring Priority: Effective General Supervision Part B / General Supervision
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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
2007	76% of mediations will result in mediation agreements.

Actual Target Data for FFY 2007:

Mediation Agreements	FFY 2005 2005-06	FFY 2006 2006-07	FFY 2007 2007-08
(2) Mediation requests total	250	238	302
(2.1) Mediations held	157	145	194
(a) Mediations held related to due process complaints	83	75	117
(i) Mediation agreements	67	60	92
(b) Mediations held not related to due process complaints	74	70	77
(i) Mediation agreements	58	47	60
Percent of mediations held that resulted in mediation agreements Calculation: 2.1(a)(i) + 2.1(b)(i) divided by 2.1 * 100	80%	74%	78%

Source | Texas Education Agency, State Supervision Data

Federal Definitions

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

(2.1)(a) Mediation held related to due process complaint – A process conducted by a qualified and impartial mediator to resolve a disagreement between a parent and public agency that was initiated by the filing of a *due process complaint*

(2.1)(a)(i) and (2.1)(b)(ii) Mediation agreement – A written legally binding agreement, signed by a parent and a representative of the public agency that specifies the resolution of any issues in the dispute that were reached through the mediation process.

(2.1)(b) Mediation held not related to due process complaint – A process conducted by a qualified and impartial mediator to resolve a disagreement between a parent and public agency that was not initiated by the filing of a *due process complaint*.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

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.

- Mediators attended training sessions, conferences, and participated in other educational opportunities throughout 2008;
- TEA staff facilitated focus groups with parents, district staff, advocates, and attorneys regarding dispute resolution (including mediation) to determine existing needs across the state as identified by the participants;
- TEA staff and contractors continue to provide verbal and written information about mediation to parties to special education disputes and other stakeholders; and
- In May of 2008, the TEA sponsored an eight hour advanced mediation training for mediators and TEA staff.

II. Explanation of Progress or Slippage

The TEA experienced a rise in the number of mediation requests in FFY 07 and also experienced an increase in the resolution rate of mediations conducted in FFY 07. The feedback that the TEA has received regarding the mediation program from participants and stakeholders has been very positive. The TEA attributes the high resolution rate for mediations to the skill levels of its contracted mediators and to its ongoing efforts to encourage parties in dispute to consider mediation as a means for resolving their disputes. The TEA is pleased with the progress for this indicator and will continue to encourage mediation. The FFY 2007 target was 76% (+2% over FFY 2006 performance of 74%). The State met the target by reporting 78% of mediations resulted in agreements.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

I. Targets

No revision to the 80% target for FFY 2008 (based on a 2% increase from FFY 2007 performance).

II. Improvement Activities / Timelines / Resources

During the 2008-09 year, the TEA will implement the following activities to improve the dispute resolution system:

- The TEA will coordinate a specialized training session for mediation program staff and mediators;
- An informational document regarding the mediation process and a mediation request form will be provided to each parent who requests a due process hearing;

- The TEA will revise the mediation Frequently Asked Questions (FAQs) and provide that information to parties who request a due process hearing, mediation and/or upon general inquiry;
- The TEA will provide a list of attorney's representing students/parents to each unrepresented parent who requests mediation. This information will also be provided to parties upon request;
- Mediation will be explained and discussed as an alternative resolution process to parties with a pending complaint;
- Mediation will be explained and discussed as an alternative resolution process to parties with a pending due process hearing ; and
- The TEA will develop and implement a survey that will be provided to participants of the mediation process.
- The TEA will provide biographical information about contracted mediators upon request.

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

Part B State Annual Performance Report (APR) for 2007

Monitoring Priority: Effective General Supervision Part B / General Supervision
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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:
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- | |
|---|
| <ul style="list-style-type: none"> 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
2007	The State will demonstrate 100% compliance in reporting timely and accurate data.

FFY 2006 SPP/APR Response Table Update

<p>The State continues to experience delays in reporting Child Count and Educational Environment by the February 1 deadline due to the TEA's data processing procedures. Additional information regarding data submission can be found on the TEA website at http://ritter.tea.state.tx.us/peims.</p>

<p>The State addresses data issues in the FFY 2006 APR (see Indicators 9, 10, 11, 12, 13, and 14 in this APR).</p>
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Actual Target Data for FFY 2007:

Compliance with Reporting Timely and Accurate Data

FFY 2007	95%
FFY 2006	83%

Part B Indicator 20 - SPP/APR Data			
APR Indicator	Valid and reliable	Correct calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		Subtotal	38
APR Score Calculation	Timely Submission Points (5 pts for submission of APR/SPP by February 2, 2009)		5
	Grand Total		43

Part B Indicator 20 - 618 Data					
Table	Timely	Complete Data	Passed Edit Check	Responded to Date Note Requests	Total
Table 1 – Child Count Due Date: 2/1/08	0	1	1	1	3
Table 2 – Personnel Due Date: 11/1/08	1	1	1	N/A	3
Table 3 – Ed. Environments Due Date: 2/1/08	0	1	1	1	3
Table 4 – Exiting Due Date: 11/1/08	1	1	1	N/A	3
Table 5 – Discipline Due Date: 11/1/08	1	1	1	N/A	3
Table 6 – State Assessment Due Date: 2/1/09	1	1	1	N/A	3
Table 7 – Dispute Resolution Due Date: 11/1/08	1	1	1	N/A	3
				Subtotal	21
		Weighted Total (subtotal X 1.87; round ≤.49 down and ≥ .50 up to whole number)			39
Indicator #20 Calculation					
			A. APR Total	43	43
			B. 618 Total	43	39
			C. Grand Total	86	82
Percent of timely and accurate data = (C divided by 86 times 100)			(C) / (86) X 100 =		95

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

I. Improvement Activities Completed

During the 2007-08 year, the TEA completed the following activities to improve the data reporting system:

- TEA staff attended WESTAT's annual Part B/C Data Conference in June 2008.
- TEA staff attended Southeast Regional Resource Center (SERRC) day and evening meetings at WESTAT's annual Part B/C Data Conference in June 2008.
- TEA staff participated in OSEP Sponsored Conference Calls on SPP/APR submissions.
- TEA staff participated in the planning for the online collection of valid data for Indicators 7, 11, 12, and 13.

II. Explanation of Progress or Slippage

The additional guidance provided by OSEP and Data and Accountability Center (DAC) 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 Management System (PEIMS) remain a challenge for reporting Tables 1: Child Count, 3: Educational Environment, and 4: Exit of the annual federal data report (AFDR) in a timely manner.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

I. Targets

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

II. Improvement Activities / Timelines / Resources

During the 2008-09 year, the TEA will implement the following activities to improve the data reporting system:

- TEA staff will attend the annual DAC Part B/C Data Conference in June 2009.
- TEA staff will attend Southeast Regional Resource Center (SERRC) day and evening meetings at DAC's annual Part B/C Data Conference in June 2009.
- TEA will contract with systems analyst to provide guidance on data collection and reporting processes.
- TEA staff will continue to participate in OSEP sponsored conference calls on SPP/APR submissions.
- TEA staff will continue to participate in SERRC sponsored conference calls on SPP/APR submissions and data collection issues.
- TEA staff will continue to participate in the planning for the online collection of valid data for Indicators 7, 11, 12, and 13.
- TEA staff will continue to meet quarterly with Department of Assistive and Rehabilitative Services Early Childhood Intervention regarding Part B/C data issues.
- TEA staff will develop a "Special Education Data" web page on the TEA website at <http://ritter.tea.state.tx.us/special.ed/data/index.html>.

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