Texas Continuous Improvement Process

State Performance Plan | 2005 - 2010

Texas Education Agency
Division of IDEA Coordination
http://www.tea.state.tx.us/special.ed/spp/

Submitted	January 30, 2006
Approved	May 2006
First Revision	February 2007
Second Revision	February 2008
Third Revision	February 2009

Table of Contents

Monitoring Priority | FAPE in the LRE

Indicator 7 **Early Childhood Outcomes**

Percent of preschool children with IEPs who demonstrate improved..... 1

A. Positive social-emotional skills (including social relationships).

B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy).

C. Use of appropriate behaviors to meet their needs.

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

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
C. Use of appropriate behaviors to meet their needs.

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

Measurement:

A. Positive social-emotional skills (including social relationships):

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.

b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.

d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference**.**

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.

b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.

d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference**.**

C. Use of appropriate behaviors to meet their needs:

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.

b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.

d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference**.**

FFY 2006 APR Update

The State collected entry and exit data in FFY 2007, and reported progress data for Indicator 7. Data were collected and reported from districts with an average daily membership of 50,000 students.

Overview of Issue/Description of System or Process:
The State is committed to improving the educational results and functional outcomes for all children with disabilities and to meeting their unique needs in order to prepare all children for further education, employment, and independent living.

During the fall of 2007 the State began the data collection process using the phase-in method.

- Phase I data collection included fourteen districts with average daily membership (ADM) over 50,000 students. The districts reported on all 3, 4, and 5 year old students who met the State's entry level definition.
- Phase II required all districts to report entry and exit data on 3, 4, and 5 year old students who met the State's entry and exit level definitions (see http://ritter.tea.state.tx.us/special.ed/spp/eco.html), using the Childhood Outcomes Summary Form reporting template.

After a review of the data received during Phase I and the preliminary feedback from the initial training participants, two education service centers (ESCs) worked jointly to develop five training modules to address the need for consistent understanding across the state regarding the rating system and to offer strategies for the timeliness and accuracy of data submission.

During the State's continuous examination of the data collection process and a self-evaluation of the data collection application with the Indicator 7 Data Collection Design Team, two actions were determined necessary prior to opening the application for 2008-09 data collection:

1. A verification of the 2007-08 data using a tool created by the design team to ensure all student data is matched in Public Education Information Management System (PEIMS).
2. A revision of the data collection application to ensure accuracy.

Progress Data for FFY 2007:

Percent of preschool children with IEPs who demonstrate improved:

Outcome 1: Positive social-emotional skills (including social relationships)

	FFY 2007	
	#	%
a. Percent of preschool children who did not improve functioning	11	1%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable t o same-aged peers	270	24%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	264	23%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	205	18%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	388	34%
Total	1,138	100%

Percent of preschool children with IEPs who demonstrate improved:

Outcome 2: Acquisition and use of knowledge and skills (including early language/ communication and early literacy)

	FFY 2007	
	#	%
a. Percent of preschool children who did not improve functioning	15	1%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable t o same-aged peers	262	23%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	268	24%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	298	26%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	295	26%
Total	1,138	100%

Percent of preschool children with IEPs who demonstrate improved:

Outcome 3: Use of appropriate behaviors to meet their needs

	FFY 2007	
	#	%
a. Percent of preschool children who did not improve functioning	26	2%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable t o same-aged peers	361	32%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	158	14%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	152	13%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	441	39%
Total	1,138	100%

States are required to report on the instruments and procedures used to gather data for Indicator 7. The State adopted the use of the Childhood Outcomes Summary Form to collect entry and exit data. The State did not prescribe the use of a single assessment instrument. Districts have flexibility in choosing which assessment instrument to evaluate a 3, 4 or 5 year old student. The types of assessment instruments used in FFY 2007 were: Ages and Stages (ASQ); Battelle Developmental Inventory, 2nd Edition; Brigance Diagnostic Inventory of Early Development II (IED-II); Carolina Curriculum for Infants and Toddlers with Special Needs (CCITSN); Caroling Curriculum for Preschoolers with Special Needs (CCPSN); The Creative Curriculum Development Continuum for Ages 3-5; Developmental Assessment of Young Children (DAYC); Early Learning Accomplishment Profile (ELAP); HELP for Preschoolers; High/Scope COR Infant Toddler; High/Scope Preschool COR; Indicators of Individual Growth and Development for Infants and Toddlers (IGDI), Learning Accomplishment Profile 3 (LAP-3), and Teacher Observation.

Discussion of Progress Data:

States were required to report progress data for FFY 2007. During FFY 2007 data on 3, 4, and 5 year old students who met the State's entry and exit level definitions were collected from all districts. Progress data were reported for 1,138 students who met the exit level definition. Since the population of students reported exceeds 1,000 students, the State has determined that the dataset meets statistical standards for reporting purposes.

Since progress data were not reported 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. The State will report baseline data and targets in the FFY 2008 APR due February 2010.

FFY	Measurable and Rigorous Target
2008 **(2008-09)**	Measurable and rigorous targets will be provided in FFY 2008 APR due February 1, 2010.
2009 **(2009-10)**	Measurable and rigorous targets will be provided in FFY 2008 APR due February 1, 2010.
2010 **(2010-11)**	Measurable and rigorous targets will be provided in FFY 2008 APR due February 1, 2010.

Improvement Activities/Timelines/Status:

Data Collection Improvement	Timeline	Status
• Based on the results of a self evaluation of the data collection system, TEA staff will revise the system to improve accuracy and reliability of the data	July 2008 – Sept. 2008	Completed
• TEA stall will continue to meet weekly with the Indicator 7 Data Collection Design Team to finalize revisions to the application and to develop technical assistance strategies.	January 2008 – June 2009	Continuing

Technical Assistance	Timeline	Status
• TEA staff will provide an overview of the Indicator 7 Data Collection Process at the Texas Council of Administrators of Special Education (TCASE) Winter Conference.	February 2009	Continuing
• TEA staff will provide monthly updates via a Texas Education Telecommunications Network (TETN) broadcast to the 20 ESC Special Education Directors.	July 2008– June 2009	Continuing
• Web guidance on the data collection process will be revised and updated.	March 2009	New
• TEA staff will explore alignment of State Pre-K guidelines to COSF to ensure reporting of valid data.	June 2009	New
• TEA staff will review data on assessment instruments and use the analysis to determine if additional guidance is necessary.	April 2009	New

Training	Timeline	Status
• TEA staff will provide an interactive training via a TETN broadcast prior to the opening of the data collection system	January 2008	Completed
• Training Modules were developed and used in a comprehensive two-day training presented by all 20 ESC Preschool consultants to their districts on collecting data for Indicator 7.	May 2008	Completed

Training	Timeline	Status
• Training and technical assistance materials will be revised and updated to reflect the most recent revisions to the data collection system.	January 2009– May 2009	Continuing
• TEA staff will provide an interactive training via a TETN broadcast on the tool to be used to verify the 2007-08 data	February 2009	New
• TEA and ESC staff will develop training to assist districts in using their data for program improvement and to ensure valid and reliable data.	May 2009	New

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