

Texas Continuous Improvement Process

Annual Performance Report | FFY 2010

July 1, 2010 – June 30, 2011

Texas Education Agency
Division of Federal and State Education Policy
<http://www.tea.state.tx.us/special.ed/>
Submitted: February 1, 2012

Table of Contents

Overview of the Annual Performance Reportiv

Monitoring Priority | FAPE in the LRE

Indicator 1	Graduation	1
	<i>Percent of youth with IEPs graduating from high school with a regular diploma.</i>	
Indicator 2	Dropout	57
	<i>Percent of youth with IEPs dropping out of high school.</i>	
Indicator 3	Adequate Yearly Progress (AYP)	62
	<i>Participation and performance of children with IEPs on statewide assessments</i>	
	A. <i>Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup.</i>	
	B. <i>Participation rate for children with IEPs.</i>	
	C. <i>Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.</i>	
Indicator 4	Suspension and Expulsion	80
	<i>Rates of suspension and expulsion:</i>	
	A. <i>Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.</i>	
	B. <i>Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</i>	
Indicator 5	Educational Environment, Ages 6 - 21	88
	<i>Percent of children with IEPs aged 6 through 21 served:</i>	
	A. <i>Inside the regular class 80% or more of the day;</i>	
	B. <i>Inside the regular class less than 40% of the day; and</i>	
	C. <i>In separate schools, residential facilities, or homebound/hospital placements.</i>	
Indicator 6	Educational Environment, Ages 3 - 5	93
	<i>Percent of children aged 3 through 5 with IEPs attending a:</i>	
	A. <i>Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and</i>	
	B. <i>Separate special education class, separate school or residential facility.</i>	

Indicator 7	Early Childhood Outcomes	95
	<i>Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:</i>	
	A. <i>Positive social-emotional skills (including social relationships).</i>	
	B. <i>Acquisition and use of knowledge and skills (including early language/communication and early literacy).</i>	
	C. <i>Use of appropriate behaviors to meet their needs.</i>	

Indicator 8	Parent Involvement	104
	<i>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.</i>	

Monitoring Priority | Disproportionality

Indicator 9	Disproportionality	115
	<i>Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</i>	

Indicator 10	Disproportionality	118
	<i>Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</i>	

Monitoring Priority | Effective General Supervision Part B / Child Find

Indicator 11	Child Find	121
	<i>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.</i>	

Monitoring Priority | Effective General Supervision Part B / Effective Transition

Indicator 12	Early Childhood Transition	130
	<i>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.</i>	

Indicator 13	Secondary Transition	139
	<i>Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs.</i>	

Indicator 14	Post-School Outcomes	145
	<i>Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</i>	
	A. <i>Enrolled in higher education within one year of leaving high school.</i>	
	B. <i>Enrolled in higher education or competitively employed within one year of leaving high school.</i>	
	C. <i>Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.</i>	

Monitoring Priority | Effective General Supervision Part B / General Supervision

Indicator 15	Effective General Supervision	151
	<i>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.</i>	
Indicator 16	Complaint Investigation Timeline	158
	<i>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, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.</i>	
Indicator 17	Due Process Hearing Timeline	163
	<i>Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.</i>	
Indicator 18	Resolution Sessions	167
	<i>Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.</i>	
Indicator 19	Mediation Agreements	171
	<i>Percent of mediations held that resulted in mediation agreements.</i>	
Indicator 20	State Data Reporting	175
	<i>State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</i>	

Part B FFY 2010 Annual Performance Report

Overview

February 1, 2012

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 2012-2013 school year (based on OSEP receiving approval to extend the original SPP six-year timeframe two additional years).

The State of Texas views the SPP as the blueprint 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 Federal and State Education Policy (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 improve results for all students, responsibilities of the Division and the ESCs are aligned with SPP Indicators.

The Division has five 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 Resolution Team provides 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 State Policy and Continuous Improvement (SPCI) Team provides guidance to the state 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 SPCI team also maintains current information accessible to districts and the public on the "State Guidance" web page at <http://www.tea.state.tx.us/special.ed/>. Additionally, this team facilitates stakeholder improvement committees, 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. Information about "Statewide leadership functions and projects" can be found at <http://www.tea.state.tx.us/special.ed/>.

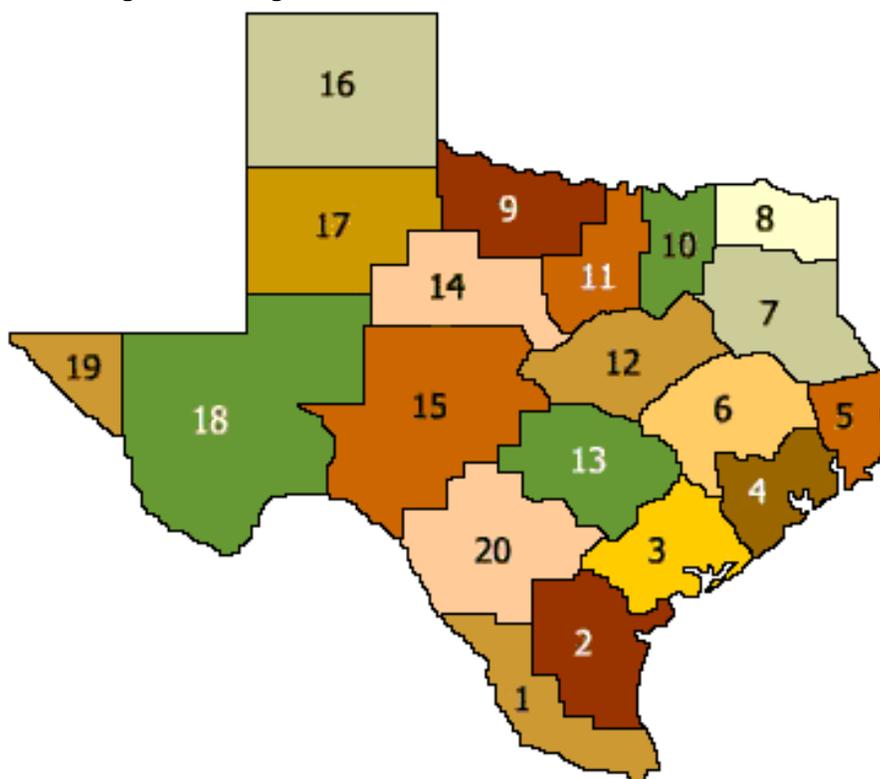
The ESC statewide leadership function leads establish and coordinate a 20-region network (see Figure 1.). This network ensures ongoing communication among ESCs about state-level needs assessment processes and planning, as well as implementing and evaluating statewide activities. Project leadership is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

Statewide Leadership Function and Project activities for 2010-2011 and 2011-2012 are reflected in the "Improvement Activities" section of Indicator 1: Graduation.

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

Figure 1. 20 Regional Education Service Centers

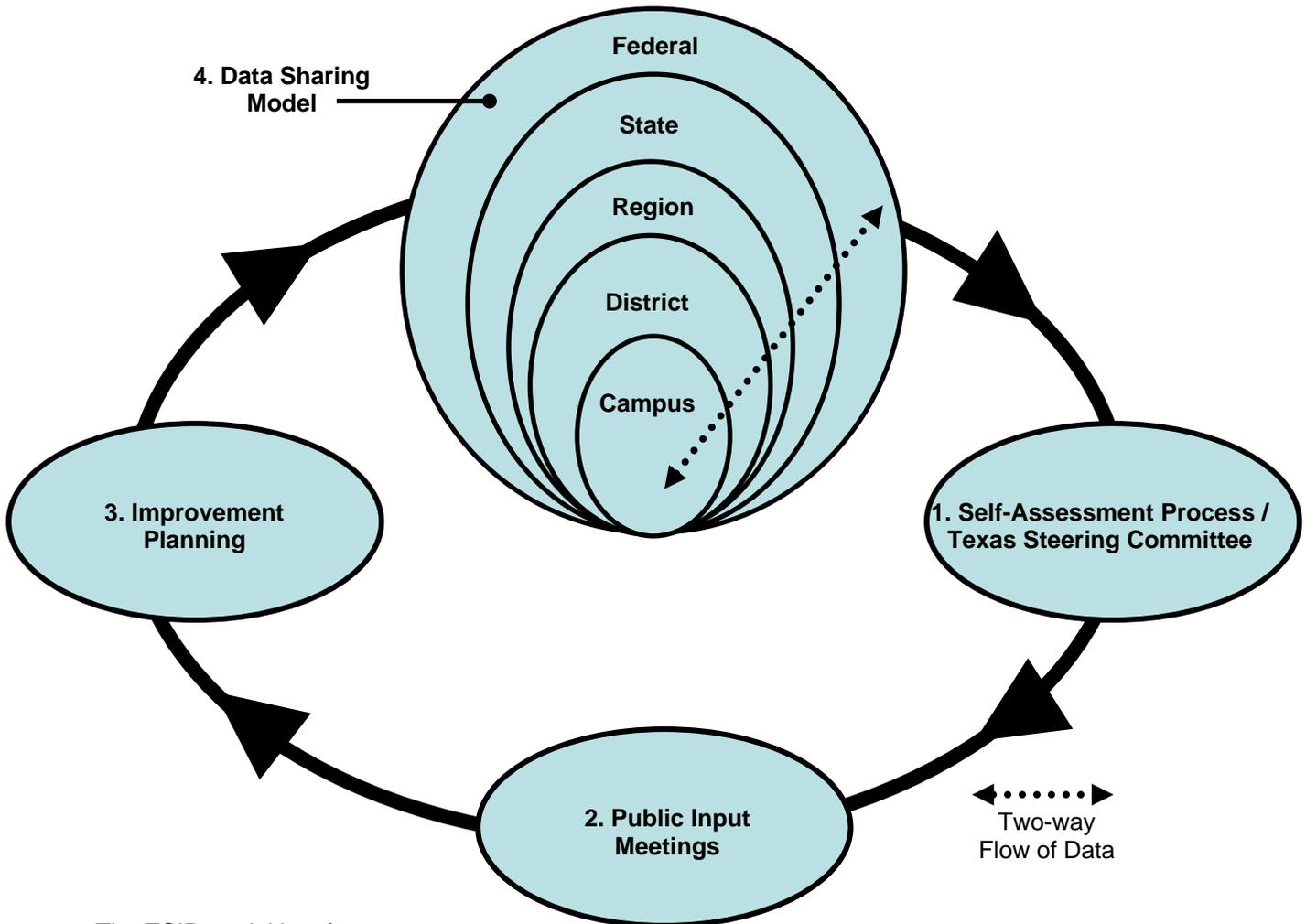
Region 01	Edinburg
Region 02	Corpus Christi
Region 03	Victoria
Region 04	Houston
Region 05	Beaumont
Region 06	Huntsville
Region 07	Kilgore
Region 08	Mt. Pleasant
Region 09	Wichita Falls
Region 10	Richardson
Region 11	Ft. Worth
Region 12	Waco
Region 13	Austin
Region 14	Abilene
Region 15	San Angelo
Region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



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 (Figure 2).

Figure 2. Texas Continuous Improvement Process



The TCIP model has four parts:

1. Self Assessment

The self assessment is the first part of the TCIP. It is conducted by the Texas Steering Committee (TSC), a group of 20-25 special education stakeholders with diverse perspectives (parents, teachers, administrators, advocates, etc). The TSC performs the self assessment in January, 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.

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 what questions will be asked, based on a review of state data. For the 2010-2011 school year, the following SPP Indicators were selected:

- Indicator 4A: Rates of Suspension and Expulsion
- Indicator 8: Parent Involvement
- Indicator 13: Effective Secondary Transition

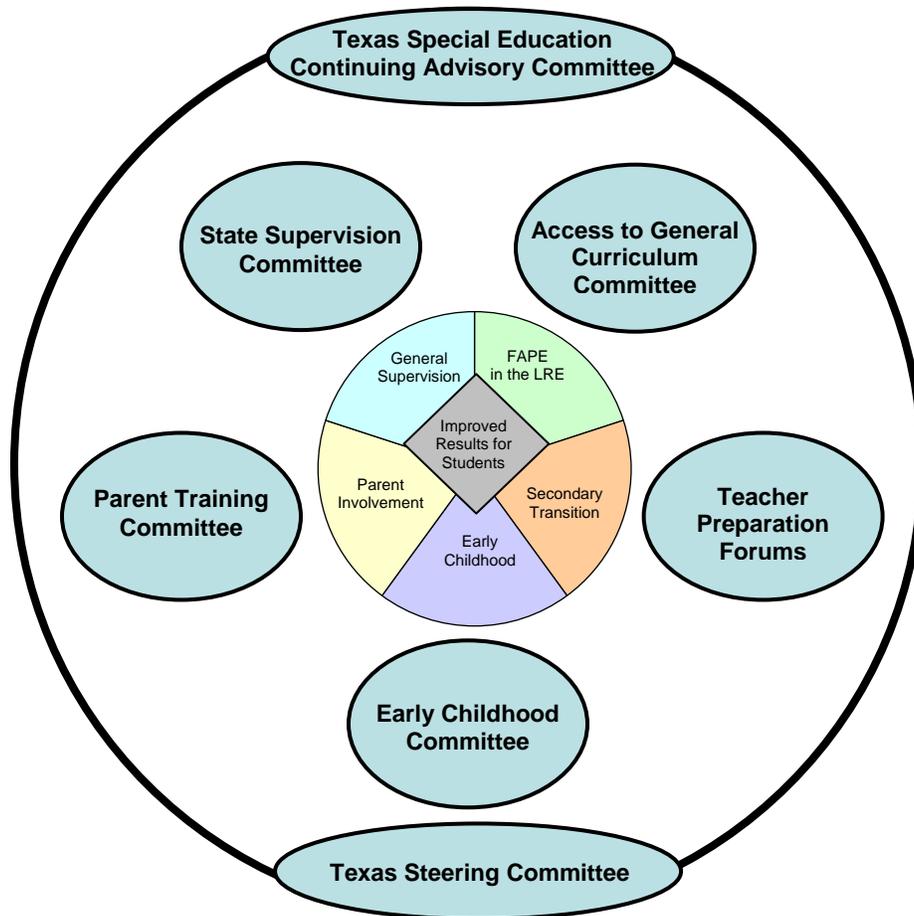
ESCs obtain consensus from participating stakeholders on the feedback to be reported to the TEA. The TEA analyzes the feedback reported from all twenty regions in order to identify trends for guiding improvement planning within the State. Feedback at the regional level remains at the ESC and is used for guiding improvement planning within the region.

3. Improvement Committees (ICs), 2010-2011

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

In addition, the TEA convenes task forces to advise the agency on special education related topics in the areas of monitoring, assessment, etc.

Figure 3. TCIP Improvement Committees



TCIP Improvement Committees

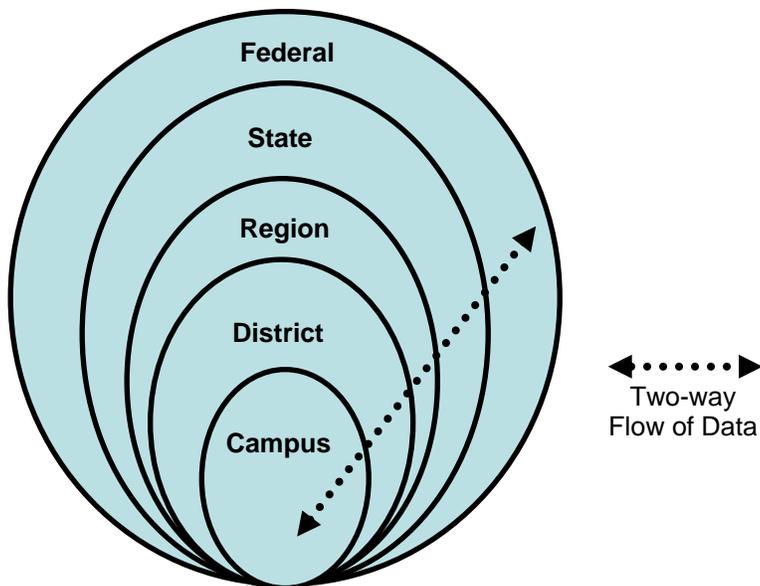
TCIP Improvement Committee	Focus	Meetings
Access to General Curriculum	Provides advisement on free appropriate public education in the least restrictive environment (FAPE/LRE) issues, discipline, secondary transition, post-school outcomes, and disproportionate representation in special education	No Meeting Scheduled Next meeting 2012
Continuing Advisory Committee	Provides broad perspective on Texas Continuous Improvement Process (Federally required, governor-appointed state advisory panel)	October 2010 February 2011 May 2011
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	October 2010
Parent Training	Provides advisement on the building a coordinated system of consistent, accurate information and training available to parents	August 2010
State Supervision	Provides advisement on issues related to complaint resolution, mediation, due process hearings, and monitoring processes	June 2010
Texas Steering Committee	Performs annual self-assessment (State Performance Plan/Annual Performance Report) and advises on Texas Continuous Improvement Process	January 2011

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 Elementary and Secondary Education Act (ESEA) 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).

**Figure 4.
Data Sharing
Model**



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 committees 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 committees themselves. All 20 regions are represented within the overall improvement group membership. More information about the Texas Continuous Improvement Process and these improvement groups can be found on the TEA website at <http://www.tea.state.tx.us/special.ed/>.

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 Committees 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://www.tea.state.tx.us/special.ed/>.

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 2010, 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 2010 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 2010 and 2011 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, TEA staff attended the following conferences and webinars:

FFY 2010

- NASDSE Annual Conference, October 16-19, 2010
- National Early Childhood Transition Initiative webinars, July 2010 – August 2010
- OSEP Collaborative Leadership, August 4, 2010
- OSEP Early Childhood Conference, August 1-2, 2010
- OSEP ECO/NECTAC Child and Family Outcomes Meeting, July 30-31, 2010
- OSEP Project Director's Conference, July 2010
- SERRC Director's Meeting, September 29-30, 2010
- State Directors Meeting, August 3-5, 2010
- Strengthening Youth and Family Conference, November 2010
- NECTAC/ECO COSF/ IEP Process Training, March 3-4, 2011
- Texas Parent to Parent Conference, June 2011
- NAEYC PD Summit - Team for Texas, June 11, 2011

Resulting action specific to Indicators 11, 12, 13, and 15:

- Improved technical assistance and training materials on the data collection process for Indicators 11, 12, and 13
- Improved reporting functionality within the online data collection applications for Indicators 11, 12, and 13
- Improved processes to verify correction of noncompliance per OSEP Memo 09-02 for Indicator 15

FFY 2011

- OSEP Project Director's Conference, July 2011
- OSEP Leadership Megaconference, August 2011
- TA&D Network/ TACC Part C Regulations Webcast, November 16, 2011
- ECO Improving Child Outcomes Webinar, December 13, 2011

Public Dissemination of Information

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

District performance against the state targets in the State Performance Plan is reported in the *District Profiles* webpage at <http://www.tea.state.tx.us/special.ed/>. 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://www.tea.state.tx.us/special.ed/>.

APR Submission Status

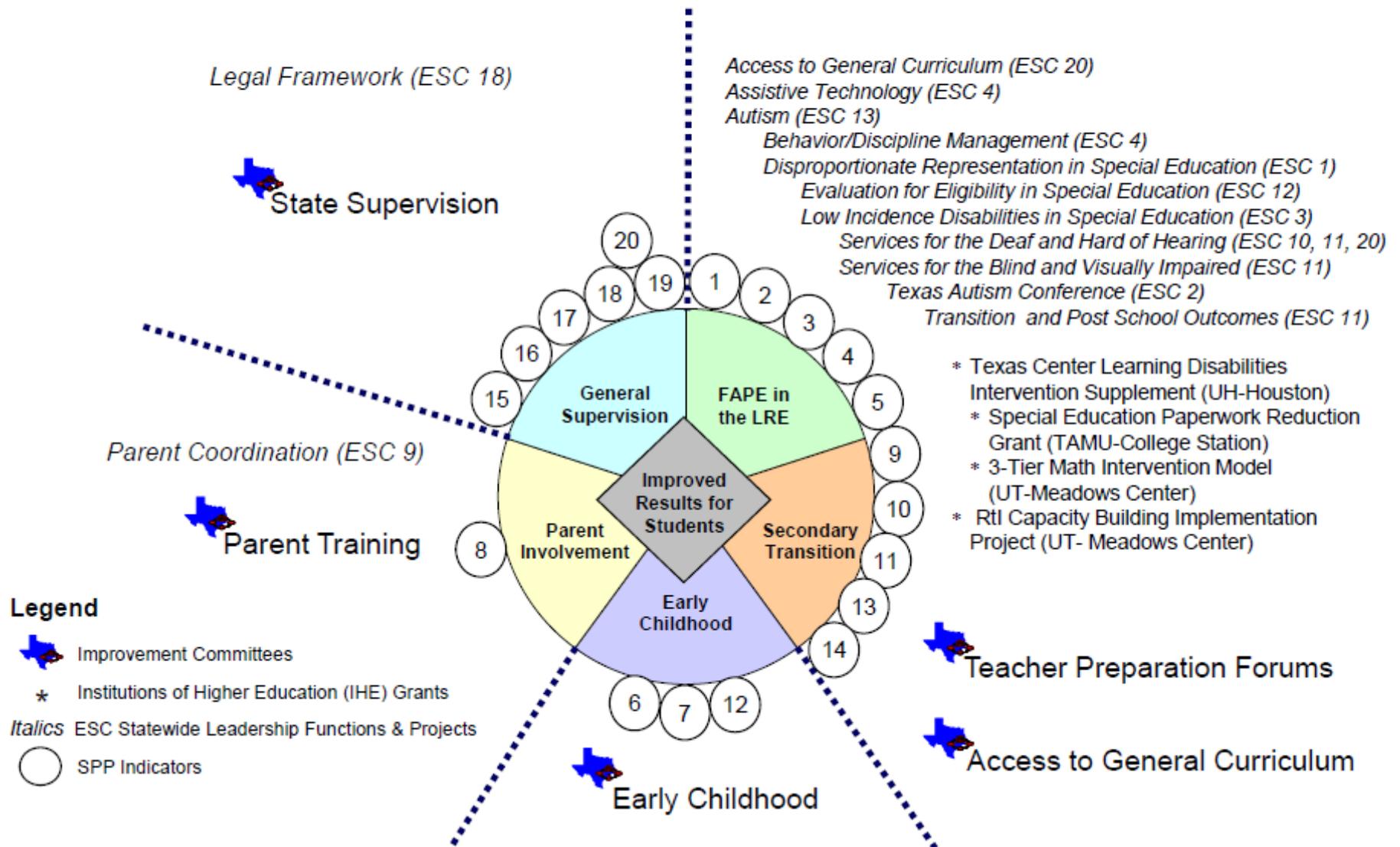
States are required to submit an APR for each year in the eight-year extended timeframe of the SPP.

Below is a chart depicting the APR submissions (past, present, and future):

Submission Date	Indicators
February 2007	Indicators 1, 2, 3A-C, 4A, 5A-C, 6, 15, 16, 17, 19, 20
February 2008	Indicators 1, 2, 3A-C, 4A, 5, 9, 10, 15, 16, 17, 18, 19, 20
February 2009	Indicators 1, 2, 3A-C, 5, 7A-C*, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20
February 2010	Indicators 1, 2, 3A-C, 4A, 5A-C, 7A-C*, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20
February 2011	Indicators 1, 2, 3A-C, 4A, 4B*, 5A-C, 7A-C, 8, 9, 10, 11, 12, 13*, 14*, 15, 16, 17, 18, 19, 20
February 2012	Indicators 1, 2, 3A-C, 4A, 4B, 5A-C, 7A-C, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20
February 2013	Indicators 1, 2, 3A-C, 4A, 4B, 5A-C, 6A-B*, 7A-C, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20
February 2014	Indicators 1, 2, 3A-C, 4A, 4B, 5A-C, 6A-B, 7A-C, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

*SPP Submission

Texas Continuous Improvement Process Alignment Map



Part B State Annual Performance Report (APR) for 2010

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: States must report using the graduation rate calculation and timeline established by the Department under the ESEA

A detailed description of the State's methodology for calculating the graduation rate can be found in the State's *2010 Consolidated State Application Accountability Workbook*, page 45, on the TEA website at: <http://ritter.tea.state.tx.us/ayp/txworkbook10.pdf>

FFY	Measurable and Rigorous Target
2010	75% of students with disabilities graduate from high school with a regular diploma. Note: Target is the same target as for all students.

Actual Target Data for FFY 2010:

**Table 1:
4-Year Graduation Rates for Students with Disabilities**

	FFY 2004 Class of 2004	FFY 2005 Class of 2005	FFY 2006 Class of 2006	FFY 2007 Class of 2007	FFY 2008 Class of 2008	FFY 2009 Class of 2009	FFY 2010 Class of 2010	FFY 2011 Class of 2011	FFY 2012 Class of 2012
a. Graduates	23,750	24,974	24,851	24,513	23,966	23,856	24,191	To be reported February 2013	To be reported February 2014
b. Cohort	31,491	33,408	34,176	34,845	34,357	33,209	32,501		
a / b * 100= %	75%	75%	73%	70%	70%	72%	74%		

**Table 2:
4-Year Graduation Rates for All Students**

	FFY 2004 Class of 2004	FFY 2005 Class of 2005	FFY 2006 Class of 2006	FFY 2007 Class of 2007	FFY 2008 Class of 2008	FFY 2009 Class of 2009	FFY 2010 Class of 2010	FFY 2011 Class of 2011	FFY 2012 Class of 2012
a. Graduates	229,133	227,755	227,975	226,712	237,576	248,500	264,632	To be reported February 2013	To be reported February 2014
b. Cohort	270,911	271,218	283,698	290,662	300,488	308,427	314,079		
a / b * 100= %	85%	84%	80%	78%	79%	81%	84%		

Source: Academic Excellence Indicator System (AEIS) Datasets
same % reported to USDE

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

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).

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 1-14 (see table below):

Statewide Leadership Function/Project	Indicators
Access to General Curriculum	3A-C, 5A-C, 6A-B
Behavior/Discipline	4A-B
Disproportionate Representation	9, 10
Evaluation for Eligibility for Special Education	11, 12
Multicultural Diverse Learners	9, 10
Parent Coordination	8
Secondary Transition/Post School Results	1, 2, 13, 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 Access to the General Curriculum network implemented the following improvement activities that impacted SPP Indicators 3A-C, 5A-C, 6A-B:

Conference/Meeting Participation	Timeline	Status
<p>Inclusion Works Conference</p> <p>The AGC network collaborated with the Arc of Texas to plan, market, and present the Inclusion Conference in Texas. The Inclusion Works Conference continues to support all AGC Statewide Leadership goals related to FAPE in the LRE. The role of the AGC Network is to provide guidance on the conference program, present at the conference and help build administrator and parent attendance.</p>	February 2011	Completed

Technical Assistance	Timeline	Status
<p>Technical Assistance was provided to districts with data concerns identified through data analysis to address LRE settings regarding students with disabilities.</p>	November 2010 – May 2011	Completed
<p>Face-to-Face meeting with Network members was used to discuss statewide plan for 2010-2011 and to form workgroups and work on projects and updates of existing trainings and projects.</p>	October 2010	Completed
<p>Texas Education Telecommunications Network (TETN) Updates:</p> <p>January TETN was used for updates on statewide projects/activities; planning of Inclusion Works! conference; and preplanning of 2011-2012 Network plan.</p>	January 11, 2011	Completed
<p>April TETN was used for updates on statewide projects/activities; debrief of Inclusion Works! conference; projected 2011-2012 Network activities/projects.</p>	April 13, 2011	Completed

Training	Timeline	Status
<p>Standards-Based IEP Q & A Document:</p> <p>Reviewed and updated Standards-Based IEP (SBIEP) Q & A document on the AGC webpage, including adding information related to Functional Goals.</p>	December 2011	Completed
<p>Guidelines for the Use of Paraprofessionals:</p> <p>The AGC network created guidelines for the appropriate use of paraprofessionals as a supplementary aid and service for a student who receives special education services in a general education classroom.</p>	July 2011	Completed
<p>Co-Teaching Guidelines Document:</p> <p>Finalized online document related to best practice for co-teaching in Texas. Utilize input from all stakeholders gathered during 2009-2010 and 2010-2011.</p>	July 2011	Completed
<p>Preschool LRE Environments/Settings Document:</p> <p>Created online document related to Administrative Considerations for creating Preschool LRE Environments/Settings</p>	April 2011	Completed

Network Collaboration	Timeline	Status
<p><i>Texas Assistive Technology Network (TATN) Network:</i> The TATN Network presented at the Inclusion Works! Conference.</p> <p>AGC Network and TATN collaborated on areas of common interest, such as Accessible Instructional Materials (AIM) and universal design for learning (UDL).</p> <p>AGC Network members were invited to attend with their TATN Network member.</p> <p><i>Transition Network:</i> AGC Network Lead presented on Standards-Based IEPs and the difference between academic and non-academic IEPs, including implications for graduation, at the Texas Transition Conference.</p> <p>The Secondary Transition Network Lead and the AGC Network Lead had phone conferences and email communications in regard to development of Q&A for academic vs. non-academic (functional).</p> <p><i>Parent Coordination Network:</i> AGC Lead and Parent Coordination Lead collaborated to market online SBIEP training to parents and parent organizations.</p> <p><i>Evaluation Network:</i> AGC Lead presented on online SBIEP training at SWEP Conference.</p> <p><i>Deaf and Hard of Hearing (DHH) AGC Network:</i> AGC Lead collaborated with DHH AGC Lead in development of Paraprofessional Guidelines.</p> <p><i>TEA TCIP Groups:</i> AGC Lead attended TCIP AGC meetings and attended and presented at other TCIP groups, as requested by TEA.</p> <p><i>Texas Council of Administrators of Special Education (TCASE) and Other Requested Presentations:</i> AGC Lead presented collaborative projects/products at statewide conferences, such as TCASE and other conferences as requested by TEA and/or other State Network Leads.</p>	September 2010 – August 2011	Completed

Assistive Technology

The Texas Assistive Technology Network (TATN) implemented the following improvement activities that impacted all SPP Indicators:

Conference/Meeting Participation	Timeline	Status
<p>TATN Conference:</p> <p>Sponsored one Texas Assistive Technology Network statewide conference (“TATN Conference”) to provide national level speakers, vendor demonstrations and multilevel training opportunities in Texas for educators, education personnel, parents and other stakeholders.</p>	June 14-16, 2011	Completed

Technical Assistance	Timeline	Status
<p>Face-to-Face meeting for network members included: conference coordination activities and planning for statewide conference, professional development training based on TATN member needs and addressing network initiative issues and collaborative efforts.</p>	October 13-14, 2010	Completed
<p>TETN or Web-based Updates:</p>		
<p>Fall – Accommodations and Assistive Technology – TEA panel discussed implementation and policies of ARD accommodations and technology as related to classroom and TAKS testing.</p>	November 1, 2010	Completed
<p>Spring – Universal Design for Learning (UDL): Flexible Teaching Strategies and Technologies for Diverse Learning Needs – presentation addressed UDL principles and implementation strategies completed.</p>	March 2, 2011	Completed
<p>TETN or Web-based Updates (Network):</p>		
<p>Follow-up on face-to-face meeting; discussed data improvement to capture use of AT on PEIMS coding; conference planning, planning for negotiations for 2011-2012.</p>	December 9, 2010	Completed
<p>Updated network activities; conference preparation with committee reports; updated submission of activities to network lead for reporting and Special Education Continuous Improvement Plan (SECIP) implementation.</p>	April 6, 2011	Completed
<p>Provided statewide needs assessment survey based on the Quality Indicators in AT (QIAT) which can be accessed from the TATN website and analyzed statewide and by region. The survey results were used as a gauge for regional direction of AT activities.</p>	January 2011 – June 2011	Completed
<p>Continued to provide results from QIAT survey on an annual basis. Data is used by each region and compared statewide to capture self-assessed quality indicators in AT.</p>	January 2011 – June 2011	Completed
<p>Continued the use of a web based communication system (Blackboard) to facilitate professional collaboration between network members.</p>	September 2010 – August 2011	Completed

Training	Timeline	Status
<p>Developed training materials and online resource information that was delivered via the TATN website or other online venues as proposed by TEA. Materials included (but were not limited to):</p>		
<ul style="list-style-type: none"> • Accessible Instructional Materials (AIM) -- collaborated with TEA representatives on the development of information and training for ESCs and/or districts to access and/or request core instructional materials (other than Braille and Large Print) from TEA. Provided resources and information from the AIM national consortium and other sources to disseminate best practices of AIM. 	November 2010	Completed
<ul style="list-style-type: none"> • Universal Design for Learning (UDL) – continued development for providing information and resources for instruction and practical applications within the classroom for high incidence disabilities as well as provision of those who require Response to Intervention services. 	December 2010	Completed
<ul style="list-style-type: none"> • Updated/revised previously developed modules with pertinent new information on an as needed basis. Investigated, explored and obtained professional development in order to convert existing modules into an online format. 	May 2011	Completed
<ul style="list-style-type: none"> • Coordinated and published Web links and other related information to statewide leadership functions as needed. 	May 2011	Completed

Network Collaboration	Timeline	Status
<p><i>Technical assistance for Blind and Visually Impaired Network</i></p> <ul style="list-style-type: none"> • Provided a representative from TATN on the VI Network. • Collaborated with network to provide AIM updates and any processes for the implementation for providing print materials to students with visual impairments in Texas. • Coordinated Web links on respective Web sites. • Communicated information and activities on respective networks. <p><i>Statewide Evaluation Network</i></p> <ul style="list-style-type: none"> • Shared informational Web links and existing “Consideration” and “Evaluation” TATN training modules. • Collaborated and shared specific Web links to respective state lead Web pages in relation to accommodations for evaluation and assistive technology. 	September 2010 – August 2011	Completed
<p><i>Access to the General Curriculum Network</i></p> <ul style="list-style-type: none"> • Shared and collaborated on current educational issues which are common for both networks, specifically regarding assistive technology: <ul style="list-style-type: none"> • Universal Design for Learning • Accessible Instructional Materials • Other issues as identified • Provided an Assistive Technology Lab at the Inclusion Works! Conference. 	September 2010 – August 2011	Completed
<p><i>Multicultural and Diverse Learners Network</i></p> <ul style="list-style-type: none"> • Collaborated on providing the Spring TETN on “Universal Design for Learning: Flexible Teaching Strategies and Technologies for Diverse Learning Needs.” 		
<p>Collaborated on Statewide and National Levels:</p> <p>To promote the use of AT for student achievement and functional performance.</p> <ul style="list-style-type: none"> • Department of Assistive and Rehabilitative Services (DARS) – worked with technology-related staff designees to have a presence at the statewide AT conference. • Texas Technology Access Program (TTAP) – served on their advisory board and collaborated to have a presence at the statewide AT conference. • Texas Speech and Hearing Association (TSHA) – was active member of TSHA to promote assistive technology. • Represented and promoted the Texas Assistive Technology Network (TATN) at the annual Assistive Technology Industry Association (ATIA) and attended the Statewide Leadership in Assistive Technology (SLATE) and National Assistive Technology in Education (NATE) meetings while at the conference. 		

Autism

The Texas Initiative for Autism Training Network implemented the following improvement activities that impacted all SPP Indicators:

Conference/Meeting Participation	Timeline	Status
Planned and participated in the Texas State Conference on Autism.	October and November 2010	Completed
Attended one national conference on autism—Ohio Center for Low Incidence Disabilities and Autism Training (OCALI).	November 17-19, 2010	Completed

Technical Assistance	Timeline	Status
Face to Face Meeting. Topics: Evidence-based practices, teacher standards, training module revisions, program evaluation, planning, training collaboration, other topics as needed.	February 16-17, 2011	Completed
Electronic Meeting. Updated module information, preview conference, updated model sites, information, and resource sharing.	September 1, 2010	Completed
Texas Statewide Leadership for Autism (Website) Updated, expanded and maintained website. Published materials as generated by other activities within this grant.	March 2011	Completed
Texas Autism Resource Guide for Effective Teaching (TARGET) Annual review to update research cited in TARGET.	April 2011	Completed
National Professional Development Center (NPDC) Grant – Model Sites for Evidence Based Practices in Autism <i>Coordinated the Interagency Planning Group (IAPG).</i> This group includes members from the Agency representatives from Act Early Planning Group, ESC Regional Autism Contacts from Regions 17, 8 and 4, and 2 parent representatives. This group was tasked with the following responsibilities: Reviewed progress reports, received information about postings from the teams, reviewed evaluation process for the project, and verified the final reports that detail the project. <i>Model Sites – Cohort 1 (10 Teams)</i> Continued to oversee and provided input on model sites project. Purchased online meeting platform to use for this part of the project and for other collaborative efforts on this project. The teams (up to 6 members) were required to attend the 2010 Texas State Conference on Autism. A networking meeting occurred during the conference for model site participants. Cohort 2 Expansion Sites (9 teams): Cohort 1 Teams were selected and began working with Cohort 2 Teams. Per our grant award from the NPDC, a five-day training for these teams was conducted. The network negotiated with the NPDC for 2.5 day summer training for this group with the remaining 2.5 days of training being completed by having these teams attend the Texas State Conference on Autism in October 2011. The network anticipated new team members to be (one teacher, one parent, one other [aide/administrator]). For the October 2011 Autism conference, both Cohort 1 and Cohort 2; approximately 80 participants will attend.	September 2010 – August 2011	Completed
	October 2010	Completed
	May 2011	Completed
	July 2011	Completed
<ul style="list-style-type: none"> As part of their data collection and participation, each model site submitted short video segments for coaching/mentoring. 	May 2011	Completed
<ul style="list-style-type: none"> Used an electronic training and meeting format with all the teams. 	May 2011	Completed

Training	Timeline	Status
<p>Develop Statewide Training Resources</p> <p>Developed one new course for the Core Training in Autism Series: Augmentative and Alternative Communication (AAC) and Autism (collaborated with AT network at Region 4).</p> <p>Translation of modules</p> <p>Autism 101 Update Online documents only. This module was retranslated to conversational Spanish to better meet the need.</p> <p>Continued with development of online modules. A presenter was contracted to provide English and Spanish as necessary.</p> <ul style="list-style-type: none"> • AAC and Autism • Autism 101 Spanish Update <p>Evaluation of Core Trainings.</p> <p>Data was collected electronically from the sources listed below. With this data, the regional autism contacts reviewed content, format, ease of use and feedback for improvement. Grant staff made the necessary changes to content in the modules.</p> <ul style="list-style-type: none"> • Workshop feedback from participants passing workshops from the evaluations. • Survey of participants participating in the online trainings. • Review by 19 other autism contacts and one university professor. 	<p>August 2011</p> <p>November 2010</p> <p>August 2011</p> <p>August 2011</p> <p>July 2011</p>	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p>

Network Collaboration	Timeline	Status
<p><i>Access to the General Curriculum Network (Region 20)</i></p> <ul style="list-style-type: none"> • Asked network to review the Autism and the General Education Teacher module for feedback and/or revisions. <p><i>AT Network (Region 4)</i></p> <ul style="list-style-type: none"> • Collected input from network for the AAC and Autism module. • Asked network to review and comment on the AAC and Autism module. • Attended TATN Conference in Houston, TX. Provided presentation and was an exhibitor. <p><i>Behavior Network (Region 4)</i></p> <ul style="list-style-type: none"> • Asked network to provide review and/or revisions for an update of the Behavior Module. <p><i>Evaluation Network (Region 12)</i></p> <ul style="list-style-type: none"> • Provided network with information on the Evaluation section of the TARGET Manual. • Asked network to provide review and/or revisions for this section. <p><i>Legal Framework (Region 18)</i></p> <ul style="list-style-type: none"> • Asked network to provide review and comment on core training modules. 	<p>August 2011 – September 2012</p>	<p>Completed</p>

Network Collaboration	Timeline	Status
<p><i>Parent Coordination Network (Region 9)</i></p> <ul style="list-style-type: none"> • Provided network with information and updates on the Core Training Series and the TARGET manual. <p><i>3LID (Region 3)</i></p> <ul style="list-style-type: none"> • Collected input from network for the AAC and Autism Module. • Asked network to provide review and comment on the AAC and Autism module. • Provided network with information on the Core Training Series and the TARGET manual. <p><i>Transition (Region 11)</i></p> <ul style="list-style-type: none"> • Asked network to provide review and/or revisions for the Futures planning module. <p>Collaboration with Other Entities</p> <p><i>Early Identification and Intervention Project</i></p> <ul style="list-style-type: none"> • Met with group to support the development of this project and to collaborate with shared training, meetings and planning. <p><i>Texas Council on Autism</i></p> <ul style="list-style-type: none"> • Provided meeting space for the council. • Provided meeting space for the regional committee of the Council. <p><i>Act Early</i></p> <ul style="list-style-type: none"> • Collaborated with other agencies on the Act Early Project as determined by TEA. 	August 2011 – September 2012	Completed

Behavior and Discipline Management

The Texas Behavior Support (TBS) Initiative Network implemented the following improvement activities that impacted SPP Indicator 4A-B:

Conference/Meeting Participation	Timeline	Status
<p>Facilitated the planning and implementation of the TBS State Conference.</p> <ul style="list-style-type: none"> • Secured regional, state, national presenters (keynote, skill building sessions, and showcase districts). 	June 20-22, 2011	Completed
<p>Attended the International Conference on Positive Behavior Support in Denver, CO.</p>	March 10-12, 2011	Completed

Technical Assistance	Timeline	Status
<p>Conducted Face-to-Face meeting with Network members to discuss, plan, and coordinate project activities:</p> <ul style="list-style-type: none"> • Training and review of the Indicator 4A and 4B self-assessment tool that assists school districts identified as having significant discrepancies in the rate of suspensions and expulsions of students with disabilities in reviewing and analyzing operating guidelines, procedures, and practices in the areas of discipline and positive behavioral supports and restraint procedures and practices. 	September 28-29, 2010	Completed

Training	Timeline	Status
<ul style="list-style-type: none"> • Presentation handouts from poster sessions and materials developed by Showcase campuses and poster sessions from the 2010 TBSI State Conference. 	September 2010	Completed
<ul style="list-style-type: none"> • Materials and information on the process for identifying "PBIS" Campuses. ESCs determined whether or not to incorporate the process into their projects and were responsible for the process in their regions. 	September 2010	Completed

Network Collaboration	Timeline	Status
<p><i>Disproportionate Representation</i></p> <ul style="list-style-type: none"> • Given that one of the National Education Association's (NEA) (2007) recommendations for making a difference in disproportionality found in Truth in Labeling: Disproportionality in Special Education included Implementing schoolwide positive behavioral support programs and enhancing classroom management skills (information obtained from the Disproportionate Representation website), discussions were held between TBS and Disproportionate Representation on ways to ensure the implementation of culturally appropriate practices and culturally responsive teaching through positive behavioral support. 	September 2010 – August 2011	Deleted
<p><i>Access to General Curriculum</i></p> <ul style="list-style-type: none"> • Discussed with AGC how to ensure that PBIS reaches all children and not only children in special education. 	September 2010 – August 2011	Completed
<p><i>Transition</i></p> <ul style="list-style-type: none"> • Shared information between TBS and Transition on how to meet the needs of students with behavioral difficulties once they leave public education. 		
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> • Shared information and training resources for Positive Behavior Supports, TBSI, Functional Behavioral Assessment (FBAs, and Manifestation Determination Review. 		
<p><i>Autism</i></p> <ul style="list-style-type: none"> • Cross-collaboration and planning for state Autism and TBSI conferences. 		

Disproportionate Representation

The Disproportionate Representation in Special Education project implemented the following improvement activities that impacted SPP Indicators 9 and 10:

Conference/Meeting Participation	Timeline	Status
Attended National Association of Multicultural Education Annual International Conference: Las Vegas, NV.	November 3-6, 2010	Completed

Technical Assistance	Timeline	Status
<p>Developed tools for districts to use as a way to analyze their data with the disproportionate formulas imbedded. This tool assisted districts in addressing change in the areas of planning, instruction, implementation and evaluation.</p>	December 2010	Completed
<p>Analyzed 2010 data results of Performance-Based Monitoring Analysis System (PBMAS) and SPP indicators 9 and 10 at state level that have demonstrated improvements.</p> <ul style="list-style-type: none"> • Extracted from TEA website downloadable data files on PBMAS. • Gathered data from TEA and determined which school districts were removed from being identified as disproportionate in 2010 or lower Performance Level (PL) on PBMAS. • Disaggregated data to find districts that have reduced performance levels from a 3 on PBMAS. • Submitted list of districts showing improvement to TEA for initial contact. • Examined what changes districts have implemented for showing improvements. 	March 2011	Completed
<p>Continuous updates on resource guides and ongoing research of best practices.</p> <ul style="list-style-type: none"> • Consulted/Collaborated with TEA on best method for sending/providing the survey link to districts that are identified as disproportionate or significantly disproportionate. • Announced availability of survey to disproportionate districts. 	January 2011 – May 2011	Completed
<p>Maintained disproportionality website with current rules, links, and updates on resource tools.</p> <ul style="list-style-type: none"> • Added additional resource sections specifically addressing culture, parents, and general improvement practices as a way to provide support. Continued to review self assessment tools in resource guide for updating and revisions as necessary. • Continued to search websites to identify and link programs and/or organizations across nation and state that are addressing the critical issues on disproportionate representation effectively. • Continued to conduct ongoing review of literature of scientifically based research practices, strategies, and trainings related to addressing the needs of struggling students of culturally and linguistically diverse backgrounds. • Continued to review current research activities of national and state universities and agencies that have addressed or are addressing disproportionate representation on the web, journals, and books. 	September 2010 – August 2011	Completed

Network Collaboration	Timeline	Status
<p>Coordinated with other Networks such as Evaluation, AGC, MDL and TBS to share, post, and/or link information and research based practices on other state network websites to address disproportionality.</p> <ul style="list-style-type: none"> • Provided leadership, guidance and ongoing communication with Texas Education Agency, ESC executive directors, special education directors, and other administrators as appropriate. <p><i>Texas Behavior Support (ESC 4)</i></p> <ul style="list-style-type: none"> • Disproportionality in Special Education discipline is included in the review by the state. Discussions between Texas Behavior Support (ESC 4) and Disproportionate Representation were held on ways to ensure the implementation of culturally appropriate practices and culturally responsive teaching through PBIS. • Collaborated with TBS during the development of the restraint analysis tool regarding data elements key to identifying disproportionate use of restraint and content to include in the guidance document for data analysis by ethnicities (Ethnicity data to be included in reports). • Collaborated with the TBS network on a review of their analysis of restraint trends in the state regarding race and ethnic overrepresentation (reviewed the results of both state and regional data). • Collaborated with TBS on including cultural factors and considerations within the content of the TBSI modules. (modules to be updated in 2011-12). 	September 2010 – August 2011	Completed

Evaluation for Eligibility for Special Education

The Evaluation Network implemented the following improvement activities that impacted SPP Indicators 11 and 12:

Conference/Meeting Participation	Timeline	Status
<p>Statewide Evaluation Personnel (SWEP) Conference</p> <p>Provided a statewide conference for evaluation personnel. The conference brings national and state speakers to address the current issues in the field of evaluation for special education.</p>	February 2011	Completed
<p>Attended the CEC (Council for Exceptional Children) Annual Convention and Expo.</p>	April 25-28, 2011	Completed

Technical Assistance	Timeline	Status
<p>Face-to-Face meeting with Evaluation Network members.</p>	September 2010	Completed
<p>TETN Update.</p>	April 20, 2011	Completed
<p>Analyzed statewide and regional data to determine the level of targeted technical support/assistance and/or training for districts who did not meet 100% compliance.</p>	December 2010	Completed

Technical Assistance	Timeline	Status
<p>Provided ongoing training and technical assistance to districts to increase compliance in the area of initial evaluation timelines. The topic was addressed in the following ways:</p> <ul style="list-style-type: none"> • Training for new evaluation staff (Ready, Set, Go) Training is online at www.evalnetwork.net site. • The module was updated for summer and fall 2010 training. • The training module's title was changed to <i>Training for New Evaluation Personnel</i>. The training was also advertised as a "general" special ed. training which could include special education teachers. • Provided on-site technical assistance, as requested/needed by districts. <p>Statewide capacity building by collaboration with Preschool contact at individual ESCs to provide and promote opportunities for districts and ECI to meet, collaborate, and/or receive staff development in the following areas:</p> <ul style="list-style-type: none"> • Reviewed, established, and/or discussed local memorandum of understanding (MOU). • Worked with TEA to develop a guidance document that will aid in the development of MOUs addressing different requirements. <p>Continuation of the Statewide Leadership for Evaluation for Eligibility in Special Education webpage: www.evalnetwork.net.</p> <ul style="list-style-type: none"> • The site continued to provide current and research-based information concerning evaluation. • Provided links to resources, other statewide leadership networks, and Q&As. <p>The website is designed to provide current information and technical assistance to educators, parents, evaluation personnel as well as any other interested parties. Many aspects of special education other than evaluation are addressed on the website.</p>	<p>September 2010 – August 2011</p> <p>September 2010</p> <p>May 2011</p> <p>September 2010 – August 2011</p> <p>September 2010 – August 2011</p> <p>February 2011</p> <p>September 2010 – August 2011</p>	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p>

Training	Timeline	Status
<p>Developed a statewide online needs assessment to determine the regional and statewide needs of evaluation specialists and special education directors as it relates to moving toward 100% compliance of SPP Indicators 11 and 12. Each ESC sent the survey to district special education directors and evaluation personnel. Each ESC contact made every attempt to collect a good sampling from their respective regions.</p> <ul style="list-style-type: none"> • Data collection and dissemination to each ESC evaluation contact. 	<p>October 2010</p>	<p>Completed</p>

Training	Timeline	Status
<p>Traumatic Brain Injury (TBI) Reintegration/Resource Document</p> <p>Developed a TBI Reintegration/Resource document for students with TBI moving from a hospital/cognitive rehabilitation placement/residential placement/ Texas Youth Commission (TYC) to a school setting.</p> <p>This is an online resource tool for use by schools, parents, physicians, and other interested persons to ensure a seamless transition from a more restrictive (hospital, rehab center, TYC) setting to the school setting.</p> <p>This resource is divided into sections which includes, but is not limited to, the following:</p> <ul style="list-style-type: none"> • Steps for reintegration back to school • Communication between parents, physicians, health personnel and the school • What the school may expect from the returning students • Special education's role in the transition process • Instruction implications and instructional strategies • Resources <p>This product is an online resource document providing guidance and resources for use when students who have been identified with TBI are transitioning back into the school setting.</p>	January 2011	Completed
<p>TBI Questionnaire</p> <p>Developed a screener for use by school nurses when a student is suspected of having TBI. This was done through collaboration with the ESC 12 school health specialist, ESC 12 evaluation specialist, and consultation with TEA.</p>	November 2010	Completed

Network Collaboration	Timeline	Status
<p><i>Transition</i></p> <ul style="list-style-type: none"> • Collaborated with Transition Network in providing current instrument for identifying student preferences and interests to include in evaluations at the secondary level. • Statewide Lead presented at the Texas Transition Conference. <p><i>Behavior</i></p> <ul style="list-style-type: none"> • Collaborated with the TBS network to share information and training resources for Functional Behavioral Assessments. 	September 2010 – August 2011	Completed
<p><i>Legal Framework</i></p> <ul style="list-style-type: none"> • Collaborated with Legal Frameworks Project by participating in stakeholder meetings. • Collaborated with the Legal Frameworks Project to develop student eligibility folder review so that students are provided appropriate services based on the spirit and intent of the law, while providing guidelines for the districts to be in compliance with state and federal statutes through the systematic collection, documentation, and review of data. 	September 2010 – August 2011	Completed

Technical Assistance	Timeline	Status
<p>Lead:</p> <ul style="list-style-type: none"> Facilitated the LID participation in the Project MASTERY research project. Developed the training materials for "Project MASTERY" following the September training to use in each regions. Evaluated the results of this activity. 	<p>September 2010 – August 2011</p> <p>October 2011</p> <p>August 2011</p>	<p>Completed</p> <p>Completed</p> <p>Completed</p>
<i>Provision of Services to 0-3 year olds Resource Document</i>		
<p>Network members:</p> <ul style="list-style-type: none"> Provided the document to AI and VI service providers in their region as technical assistance in regard to the early identification and/or service provision to students with Deafblindness. Results: improved PEIMS reporting and transition from ECI to districts. 	<p>September 2010 – August 2011</p>	<p>Completed</p>
<p>Lead:</p> <ul style="list-style-type: none"> Shared the link to this document with the VI network and the AI contacts. Evaluated the results of this activity. 	<p>May 2011</p>	<p>Completed</p>
<i>Assessment Matrix</i>		
<p>The Matrix is a resource of instruments that could be used to determine Present Levels of Academic Achievement and Functional Performance (PLAAFP) when writing IEPs. The Matrix (revision: Spring 2010) was posted to the LID web site in March 2010.</p>		
<p>Lead:</p> <ul style="list-style-type: none"> Continued to update the Matrix and keep a current version posted to web site. 	<p>September 2010 – August 2011</p>	<p>Completed</p>
<i>Secondary Transition Technical Assistance or Training</i>		
<p>Network members:</p> <ul style="list-style-type: none"> Used information from the April 2010 TETN training on "Secondary Transition Issues regarding students with Special Health Care Needs" when providing technical assistance or training in the region. Used information from the February 2010 training on "Secondary Transition Issues of Students who are Deafblind or Low Functioning Deaf" when providing technical assistance or training in the region. 	<p>September 2010 – August 2011</p> <p>February 2010 – August 2011</p>	<p>Completed</p> <p>Completed</p>
<p>Lead:</p> <ul style="list-style-type: none"> Evaluated the results of this activity. 	<p>May 2011</p>	<p>Completed</p>
<p>Website:</p> <p>Maintained web pages and contents.</p>	<p>September 2010 – August 2011</p>	<p>Completed</p>
<p>TETN Planning Session</p> <p>Network planning and evaluation functions: Comprehensive needs assessment process.</p>	<p>March 2011</p>	<p>Completed</p>

Network Collaboration	Timeline	Status
<p>At the state level the LID lead worked and planned collaboratively with the following networks: Deaf/ Hard of Hearing, Secondary Transition, Visually Impaired, Autism, and Access to General Curriculum.</p> <p><i>Additional Activities</i></p> <ul style="list-style-type: none"> • Attended Meetings: <ul style="list-style-type: none"> • TEA leadership meetings, TETNs, and other requested meetings. • Deafblind Project Quarterly Meetings for planning and evaluation of grant activities. 	September 2010 – August 2011	Completed

Multicultural and Diverse Learners

The Multicultural and Diverse Learners (MDL) Network implemented the following improvement activities that impacted SPP Indicators 9 and 10:

Technical Assistance	Timeline	Status
<p>Data Compilation</p> <ul style="list-style-type: none"> • Network members worked and planned collaboratively with other network representatives focusing on SPP 9 and SPP 10, i.e. AGC network representative, Evaluation network representative, etc. • At the ESC level, network members provided the MDL lead regional specific data regarding significant disproportionate representation, i.e., district Public Reports and PBMAS disproportionate representation information, by December 20, 2010 for use by the MDL network and generation of data maps for the MDL web for MDL network use. • Provided technical assistance and training for districts addressing the issues of disproportionate representation from the tools and products provided by state lead or others as indicated by district/campus needs. • MDL lead prepared state specific data regarding disproportionate representation for use by the network. <p>Website</p> <ul style="list-style-type: none"> • Continued Support by State Lead to the ESCs via statewide MDL web page with links to resources, discussion threads, what works, etc. • Distributed current research and resources in the areas of disproportionate representation, cultural and linguistic diversity in special education via links to the resources as supplemental supports to the MDL network and REAL modules and other training opportunities provided by representatives at the regional level from tools and trainings previously provided by the MDL network to representatives. 	<p>September 2010 – August 2011</p> <p>September 2010 – August 2011</p> <p>December 2010</p> <p>January 2011</p> <p>January 2011</p> <p>September 2010 – August 2011</p>	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p>

Training	Timeline	Status
<p>Training Opportunities (TETN)</p> <ul style="list-style-type: none"> • Cosponsored a TETN training opportunity with the Texas Statewide Assistive Technology Network on Universal Design for Learning Diverse and Flexible Strategies for Diverse Learners. <p>Responding Educationally to All Learners - REAL Modules</p> <ul style="list-style-type: none"> • Network members offered to those districts with significant disproportionate representation and/or a performance level of 2 or 3 on the over-representation indicators of the PBMAS, training using the newly revised REAL modules, as indicated by the focus data analysis and other district data. • Network members kept data as to the districts and campuses to which the REAL module trainings have been offered and/or delivered by date. • Network members conducted an evaluation of each REAL module delivered. • At the state level, the MDL lead conducted a quantitative and qualitative evaluation of the REAL Module. The purpose of the evaluation is to determine the effort and effect of the REAL modules. MDL network representatives provided information regarding use or nonuse of REAL modules. In addition, MDL network representatives provided information as to how REAL modules were used, which modules were used, and if not used why and what training or products were used in the place of REAL modules. Furthermore, information regarding which districts and campuses were provided training and TA via the REAL modules, for what purposes, and what systemic changes or effects, if any have transpired; findings were included in a report to the Agency and members of the MDL. 	<p>March 2011</p> <p>September 2010 – August 2011</p> <p>August 2011</p>	<p>Completed</p> <p>Completed</p> <p>Completed</p>

Network Collaboration	Timeline	Status
<ul style="list-style-type: none"> • At the state level the MDL lead planned collaboratively with other network state leads focusing on SPP 9 and 10, i.e. Evaluation, AGC, and AT. 	<p>September 2010 – August 2011</p>	<p>Completed</p>

Parent Coordination

The Parent Coordination Network (PCN) implemented the following improvement activities that impacted SPP Indicator 8:

Conference/Meeting Participation	Timeline	Status
<p>Parent Organizations Academy</p> <p>The Academy provided attendees current special education information and opportunities to network with other organizations. The goal was to provide organizations which frequently respond to parents' questions and concerns with accurate information and resources. State Leads were invited to share relevant and timely information, as requested. Leads from SPP 13 and 14 were contacted and confirmed. The TEA was invited to participate. The State Parent Training Improvement Committee members made topic recommendations. Parent Network members facilitated the Academy.</p>	<p>December 2010</p>	<p>Completed</p>

Technical Assistance	Timeline	Status
<p>Maintained a Bobby approved, bilingual website that is written in a parent friendly, easy to understand manner. The website was designed to inform parents across Texas of:</p> <ul style="list-style-type: none"> • parent organizations; • training opportunities; • credible publications that can benefit families; • information on significant school reform issues such as the No Child Left Behind Act of 2001; • information on state law or rules governing special education or other relevant education services; • links to other websites; • updated information with changes in state agency websites; • any other pertinent information for families/young adults with disabilities. <p>Goals of website additions included, but were not limited to: Least Restrictive Environment; Behavior Intervention Plans; Functional Behavior Assessment; Positive Behavior Support; Highly Qualified Teachers; Response to Intervention; Early Intervening Services; Graduation; TAKS-Modified; Employment; Post Secondary Education; and Transition to Adulthood, State Assessments information, and NCLB/ESEA.</p> <p>Region 9 and Texas Project FIRST staff coordinated with other Networks to post parent information related to each specific area on Texas Project FIRST. Established links from Texas Project FIRST to the different Networks' websites.</p> <p>Conducted outreach activities, including to parents who are traditionally underserved and/or lacking internet access, to disseminate project information, which included:</p> <ul style="list-style-type: none"> • Printing of marketing materials; • Direct mail out to at least 50 entities across the state; • Identified statewide and regional conferences to submit bookmarks for conference packets or exhibitor tables (Librarians, PTA, School Boards, TCASE, etc.); • Finalized a Public Service Announcement (PSA) to get word out about project; • Submitted PSA to various media outlets across Texas. 	<p>September 2010 – August 2011</p>	<p>Completed</p>

Training	Timeline	Status
<p>Parent Training</p> <ul style="list-style-type: none"> • Update and disseminated the Surrogate Parent Training materials. Materials include: How to serve as a Surrogate Parent PowerPoint, documentation forms, TEA's and Residential Facility Surrogate PowerPoint. • Collaborated with TEA to create a Surrogate Parent FAQ document. 	<p>August 2011</p> <p>August 2011</p>	<p>Completed</p> <p>Completed</p>

Network Collaboration	Timeline	Status
<p>Parent Coordination Lead:</p> <ul style="list-style-type: none"> participated at the Parent Conference, served on state committees, and collaborated with parent organizations and the Parent Training and Information Centers. <p>The PCN Lead collaborated with ESC 2 and the Autism conference planning committee.</p> <p>The Lead coordinated with ESC 20 and the AGC Network in promoting the Standards Based IEP online training to parents.</p>	September 2010 – August 2011	Completed

Secondary Transition/Post School Results

The Secondary Transition Network implemented the following improvement activities that impacted SPP Indicators 1, 2, 13 and 14:

Conference/Meeting Participation	Timeline	Status
<p>Texas Transition Conference</p> <p>State leadership coordinated and attended the Texas Transition Conference (TTC).</p> <p>This conference is a collaborative project with Texas A&M (TAMU). Details of the conference are ongoing with network leadership summarizing responsibilities of both parties. TAMU staff is responsible for conference registration and handling registration fees. State leadership:</p> <ul style="list-style-type: none"> Contracted with conference planner. Supported conference programming. Provided audio visual equipment and support. Provided CDs for handouts. <p>This conference directly addressed compliance issues for Indicator 13 and performance issues for Indicator 14. In a survey to determine ways in which states address Indicator 13 and transition issues, the National Secondary Transition Technical Assistance Center (NSTTAC), asked directly if the state had a statewide transition conference.</p>	February 2011	Continuing

Technical Assistance	Timeline	Status
<p>Indicator 13 Data Analysis</p> <ul style="list-style-type: none"> Addressed Indicator 13 training as needed including folder reviews. Coordinated data analysis with TEA. Assisted all regional transition specialists in analyzing data to help them determine and design professional development to meet the identified regional needs. Presented Indicator 13 data at Texas Transition Conference. 	<p>January 2011</p> <p>Fall 2010</p> <p>April 2011</p> <p>February 2011</p>	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p>

Technical Assistance	Timeline	Status
<p>TETN: Helped make connections among SPP Indicators 13, 14, 1, 2, 3, 4, 5, and 8. All of the following were shared with network members through training and technical assistance.</p> <ul style="list-style-type: none"> • Analyzed relationship between data for Indicator 13 and 14. • Used Public Education Information Management System (PEIMS) /Academic Excellence Indicator System (AEIS) to identify graduation and dropout rates at the regional level (Indicators 1 and 2). • Continued to provide current research-based information on dropout prevention strategies (Indicator 2). • Used statewide and regional data collected from item #6 of the Indicator 13 checklist to make connections between annual goals and AYP (Indicator 3). • State lead/network member from the behavior network shared information on suspensions/expulsions and their impact on graduation and dropout (Indicators 4, 1, and 2). • Used information from the Texas Survey of Parents of Students Receiving Special Education Services to determine level of parental participation in student's education process (Indicator 8). 	April 2011	Completed
<p>Supplied both state and regional data to ESC statewide functions and projects including appropriate Indicator 13 data related to disability and other demographics. The projects/functions included:</p> <ul style="list-style-type: none"> • Access to General Curriculum • Low Incidence Disabilities • Multicultural and Diverse Learners • Parent Coordination • Services for the Deaf and Hard of Hearing • Services for the Visually Impaired • Texas Behavior Support • Autism 	February 2011	Completed
<p>Network members provided training/technical assistance for issues related to compliance with Indicator 13. This training was provided for districts not in compliance for Indicator 13. Other districts attended.</p> <p>Training included:</p> <ul style="list-style-type: none"> • Training and modules: <ul style="list-style-type: none"> • Texas Transition: Attaining Goals • Module for Postsecondary Goals • Module for Transition Assessment: What's It All About? <p>Recommended that the trainings listed above be attended by a team of district personnel who make up the transition team. This team might include:</p> <ul style="list-style-type: none"> • transition specialist • diagnostician • special education coordinator or director • counselor • administrator 	August 2011	Completed

Technical Assistance	Timeline	Status
<p>Recommended district team members to have district level discussions to establish a process for correcting student folders and therefore addressing transition issues appropriately for all students. In addition, districts are encouraged to look at all student folders to assure that all folders are in compliance.</p> <p>Recommended that districts go back to the admission, review, and dismissal (ARD) committee meeting to discuss issues that are correctable.</p>		
<p>Indicator 14 Data Collection, Analysis, and Reporting</p>		
<p>Based on data collected Spring/Summer 2010, reviewed and edited grade 12 exit survey, and extended postsecondary surveys.</p>	January 2011	Completed
<p>Using grade 12 exit demographic data collected Spring/Summer 2010, contracted with company for extended survey collection via telephone.</p>	July 2011	Completed
<p>Distributed postsecondary data to TEA and ESCs as collected by contracted agency.</p>	November 2010	Completed
<p>Analyzed of postsecondary 2010-2011 data.</p>	July 2011	Completed
<p>Analyzed postsecondary data and supplied appropriate reports. This data was used to connect to the transition services included in student IEPs to examine if appropriate planning took place. Analysis included year to year trends. Reports included:</p> <ul style="list-style-type: none"> • Overall state analysis – ethnicity; disability; gender • Analysis per region – ethnicity; disability; gender • Analysis per district (if return rate is large enough to protect student confidentiality) – ethnicity, disability, gender 	August 2011	Completed
<p>Postsecondary data was used to connect to the transition services included in student IEPs to examine if appropriate planning took place. Both statewide and regional data on Indicator 14 was supplied to:</p> <ul style="list-style-type: none"> • Transition network to provide districts and charters with technical assistance and analysis of data in relation to transition planning. • ESC statewide functions and projects including appropriate data related to disability and other demographics. This included: <ul style="list-style-type: none"> • Access to General Curriculum • Low Incidence Disabilities • Multicultural and Diverse Learners • Parent Coordination • Services for the Deaf and Hard of Hearing • Services for the Visually Impaired • Texas Behavior Support • Autism 	January 2010	Completed
<p>Collaborated with TEA, College and Career Readiness, about drop-out prevention for students receiving special education services.</p>	August 2011	Completed

Technical Assistance	Timeline	Status
<p>Secondary Transition/Post-School Results</p> <p>Higher Education</p> <p>Continued to collaborate with the TEA Division of College and Career Readiness Initiatives to strengthen relationships among public education, higher education, and civic and business communities. Network leadership made network members aware of resources designed to improve student achievement by getting children off to a good start, raising academic standards, generally smoothing student transitions from one level of learning to the next, and helping all children meet the proficiency levels needed to succeed at the next education level and in the workforce. The expected outcome is for network members to be able to address college and career readiness in trainings and technical assistance provided in their regions. Network leadership worked to connect information with the Career Readiness portal through TEA once it was completed.</p> <p>Continued to research programs and resources – place links on statewide transition website.</p> <p>Continued to work toward promoting a postsecondary culture in high schools centered on pre-college planning. Network members were given resources and information especially from AHEAD (Association on Higher Education and Disability) and the resource, Guidance and Career Counselors' Toolkit: Advising High School Students with Disabilities on Postsecondary Options from the HEATH Resource Center, George Washington University, to help set an expectation for educators and students that will lead to increased opportunities for students with disabilities of Texas. Network leadership continued to reinforce the importance of this training in working with district personnel as well as methods of incorporating these into existing training they provide.</p> <p>Network members provided training on helping students with disabilities prepare to attend college. This was mainly done by providing training using the network created module, transitioning from High School to College.</p> <p>Post-School Results Leadership</p> <p>Collaborated with TEA and ESC functions/projects by providing Indicator 14 data (see list above in Indicator 14 Data Collection section).</p> <p>Presented Indicator 14 data at Texas Transition Conference.</p> <p>Continued to collaborate and gain technical assistance from the National Post-School Outcome Center (NPSO) via email and telephone conference.</p>	<p>May 2011</p> <p>May 2011</p> <p>May 2011</p> <p>August 2011</p> <p>April 2011</p> <p>January 2011</p> <p>February 2011</p> <p>August 2011</p>	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p>

Training	Timeline	Status
<p>Secondary Transition/Post-School Results Network</p> <p>Updated trainings to address needs of districts as indicated by Indicator 13 data collection. Updates are made in relation to ongoing data obtained from Indicators 13 and 14, updates to legislative activities, and regional needs assessments.</p>	<p>June 2011</p>	<p>Completed</p>

Training	Timeline	Status
<p>Network members provided professional development with the following trainings:</p> <ul style="list-style-type: none"> • Texas Transition: Attaining Goals • Leaving a Clear Trail: Destination - Academic Achievement Record 	August 2011	Completed
<p>Network members continued to use these modules:</p> <ul style="list-style-type: none"> • Transition Assessments: What's It All About? • Postsecondary Goals • Summary of Performance 	August 2011	Completed
<p>Network members provided professional development using the following new module for districts to use with students: Transitioning from High School to College.</p>	August 2011	Completed
<p>Network members were trained to present updated and new trainings.</p>	September 2011	Completed
<p>Face-to-Face meeting with network members:</p>	September 2011	Completed
<p>Trained new network members</p> <ul style="list-style-type: none"> • Intro to State Leadership • Role on Network • Training responsibilities and Network Implementation Plan and results 		
<p>Facilitate collaboration of districts and agencies:</p> <ul style="list-style-type: none"> • Continued to facilitate joint agency and ESC trainings/meetings. Each ESC transition specialist collaborated and often co-presented with agency representatives at agency facilities and/or the ESC. • Each ESC continued to provide information on state/regional agency contacts to districts. • Each ESC transition specialist maintained a contact log detailing whether they are gathering information for districts, parents, or students and whether the collaboration is for planning a co-sponsored event, co-training, or meeting to plan for a student. 	August 2011	Completed
<p>Continued to enhance statewide transition website and keep website current.</p>	August 2011	Completed
<p>Network meetings. All network members attended:</p> <ul style="list-style-type: none"> • September 21, 22, 23, 2010 • January 13, 2011 TETN • April 27, 2011 TETN 	September 2010 January 2011 April 2011	Completed
<p>All network members attended the Texas Transition Conference (TTC).</p>	February 2011	Completed
<p>Video Modules</p> <p>Developed online video modules which provide basic information on transition process to be accessed via the Transition in Texas website. These modules run from 2-20 minutes each with the goal being to address all modules within an hour timeframe. Each module includes: introduction and overview, age-appropriate transition assessments, measurable post-secondary goals, transition services, course of study, agency collaboration, annual IEP goals, and summary of performance. These modules were accessed by parents, educators, or any other interested personnel. The intent was to give an overview of transition services provided to students with disabilities in Texas.</p>	July 2011	Continuing

Network Collaboration	Timeline	Status
<p>Collaboration with other Entities</p> <p>Continued to collaborate with the National Secondary Transition Technical Assistance Center (NSTTAC).</p> <ul style="list-style-type: none"> • Continued to collaborate through conference calls, emails, and/or webinars. • Attended Secondary Transition Follow-up State Planning Institute in Mystic, CT. <p>This is co-sponsored by the National Dropout Prevention Center for Students with Disabilities (NDPC-SD), the National Post-School Outcomes Center (NPSO), and the National Secondary Transition Technical Assistance Center (NSTTAC). Additional assistance will be provided by the IDEA Partnership at NASDSE's Community of Practice on Transition.</p> <ul style="list-style-type: none"> • Attended NSTTAC Secondary Transition State Planning Institute in Charlotte NC. 	September 2010 – August 2011	Completed

II. Explanation of Progress or Slippage

The Class of 2010 graduation rate for students with disabilities was 74.4% (74%). The graduation rate increased 2% from the previous year, a trend that has continued since FFY 2008. The increase may be the result of the continued emphasis on access to the general curriculum, performance on exit level assessments, effective graduation and dropout prevention strategies for at risk students, and standards based IEP and positive behavior support training throughout the state.

The State did not meet the graduation rate targets under Title 1 of the ESEA of 75%.

A detailed description of the State's methodology for calculating the graduation rate can be found in the State's *2010 Consolidated State Application Accountability Workbook*, page 45, on the TEA website at: <http://ritter.tea.state.tx.us/ayp/txworkbook10.pdf>.

Additionally, an analysis of the State's graduation and dropout rates can be found in the report *Secondary School Completion and Dropouts in Texas Public Schools, 2009-10* which is located on the TEA website at: http://www.tea.state.tx.us/acctres/dropcomp_index.html

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

I. Targets

The annual graduation rate targets under Title 1 of the ESEA applicable to the Class of 2011 (FFY 2011) are currently pending review by the U.S. Department of Education.

Updated targets for SPP Indicator 1 will be posted on the TEA website at <http://www.tea.state.tx.us/special.ed/>.

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.

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 1-14 (see table below):

Statewide Leadership Function/Project	Indicators
Access to General Curriculum	3A-C, 5A-C, 6A-B
Behavior/Discipline	4A-B
Disproportionate Representation	9, 10
Evaluation for Eligibility for Special Education	11, 12
Parent Coordination	8
Secondary Transition/Post School Results	1, 2, 13, 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 Access to the General Curriculum network will implement the following improvement activities that impact SPP Indicators 3A-C, 5A-C, 6A-B:

Conference/Meeting Participation	Timeline	Status
<p>Inclusion Works Conference</p> <p>The AGC network will collaborate with the Arc of Texas to plan, market, and present the Inclusion Conference in Texas. The Inclusion Works Conference continues to support all AGC Statewide Leadership goals related to FAPE in the LRE. The role of the AGC Network is to provide guidance on the conference program, present at the conference and help build administrator and parent attendance.</p>	February 2012	Continuing

Technical Assistance	Timeline	Status
<p>Technical Assistance will be provided to districts with data concerns identified through data analysis to address LRE settings regarding students with disabilities.</p>	November 2011 – May 2012	Continuing
<p>Face-to-Face meeting with Network members will be used to discuss statewide plan for 2010-2011 and to form workgroups and work on projects and updates of existing trainings and projects.</p>	September 8-9, 2011	Continuing
<p>TETN Updates:</p> <p>January TETN will be used for updates on statewide projects/activities; planning of Inclusion Works! conference; and preplanning of 2012-2013 Network plan.</p>	January 24, 2012	Continuing
<p>April TETN will be used for updates on statewide projects/activities; debrief of Inclusion Works! conference; projected 2012-2013 Network activities/projects.</p>	April 24, 2012	Continuing

Training	Timeline	Status
<p>Training on Standards-Based IEPs (SBIEP):</p> <p>AGC and PLRE Specialists will provide input regarding necessary updates to the online training for the 2011-2012 school year. Existing online training will be updated to include information regarding functional goals, new state assessment and measuring/reporting progress on goals.</p>	September 2011	Continuing
<p>Standards-Based IEP Q & A Document:</p> <p>Rename Individualized Education Program Annual Goal Development Q & A and will include information regarding Academic vs. Non-Academic (Functional Goals). AGC and PLRE Specialists will review and update IEP Q & A document (existing document) on the AGC webpage, as needed (need for update(s) to be identified by TEA and/or AGC Network with TEA's approval).</p>	October 2011	Continuing
<p>LRE Question & Answer Document:</p> <p>AGC and PLRE Specialists will review and update LRE Q & A document on the AGC webpage, as needed.</p>	March 2012	Continuing
<p>Guidelines for the Use of Paraprofessionals:</p> <p>The AGC network will create guidelines for the appropriate use of paraprofessionals as a supplementary aid and service for a student who receives special education services in a general education classroom.</p>	July 2011	Continuing

Assistive Technology

The Texas Assistive Technology Network (TATN) will implement the following improvement activities that impact all SPP Indicators:

Conference/Meeting Participation	Timeline	Status
<p>TATN Conference:</p> <p>Sponsor one Texas Assistive Technology Network statewide conference ("TATN Conference") to provide national level speakers, vendor demonstrations and multilevel training opportunities in Texas for educators, education personnel, parents and other stakeholders.</p>	June 12-14, 2012	Continuing
Technical Assistance	Timeline	Status
<p>Face-to-Face meeting for network members to include: conference coordination activities and planning for statewide conference, professional development training based on TATN member needs & addressing network initiative issues and collaborative efforts.</p> <p>TETN or Web-based Updates:</p> <p>Fall – Accommodations and Assistive Technology – Utilizing AT for Students with Autism.</p> <p>Spring – PEIMS Coding and/or Acquiring AIM</p> <p>TETN or Web-based Updates (Network):</p> <p>Provide services to facilitate network and other leadership function communication and collaboration</p> <p>Continue the use of a web based communication system to facilitate professional collaboration between network members:</p> <ul style="list-style-type: none"> • Facilitate the network communication via online venues • Host, update and continue to develop TATN website to serve as a resource for ESCs, LEAs, parents and other stakeholders • Provide a statewide needs assessment survey (volunteer basis) based on the Quality Indicators in AT (QIAT) which can be accessed from the TATN website and analyzed statewide and by region. The survey results can be used as a gauge for regional direction of AT activities • Continue to provide results from mentioned survey on an annual basis. Data can be used by each region and compared statewide to capture self-assessed quality indicators in AT 	<p>October 2011</p> <p>November 16, 2011</p> <p>February 29, 2012</p> <p>September 2011- August 2012</p>	<p>Continuing</p> <p>Continuing</p> <p>Continuing</p> <p>Continuing</p>

Training	Timeline	Status
<p>Develop training materials to be delivered in paper form or via the TATN website or other online venues as proposed by TEA (e.g. Project Share). District and ESC personnel can access materials and multi-media information on topics indicated below and disseminate this information to districts. Contracted services will be needed for information gathering, validation, building and developing user-friendly web-based materials and resources.</p> <p>Materials will include (but not limited to):</p> <ul style="list-style-type: none"> • Accessible Instructional Materials (AIM) – Updates, guidance and information on acquisition and process via TEA to assist regional ESCs and districts with provision of accessible instructional materials for students. Coordinate with other states via State Leaders of Assistive Technology in Education (SLATE) organization to gather information and present to network on current research and best practices. • Collaborate with Texas Behavior Support (TBS) network to address positive behavior support and Universal Design for Learning (UDL) and how technology interventions can support this initiative. • Update/revise previously developed modules with pertinent new information on an as needed basis. Investigate, explore and obtain professional development in order to convert existing modules into an online format (per TEA direction and support). <ul style="list-style-type: none"> • Struggling Readers module • Struggling Writers module • Coordinate and publish Web links and other related information to statewide leadership functions as needed. 	<p>March 2012</p> <p>April 2012</p> <p>May 2012</p> <p>June 2012</p>	<p>Continuing</p> <p>Continuing</p> <p>Continuing</p> <p>Continuing</p>

Network Collaboration	Timeline	Status
<p>Collaborate with other statewide leadership functions and projects:</p> <p><i>Technical assistance for Texas Visual Impairment Network:</i></p> <ul style="list-style-type: none"> • Collaborate with network to provide AIM updates and any processes for the implementation for providing print materials to students with visual impairments in Texas • Communicate information and activities on respective networks 	<p>September 2011 – August 2012</p>	<p>Continuing</p>

Network Collaboration	Timeline	Status
<p><i>Access to the General Curriculum Network:</i></p> <ul style="list-style-type: none"> • Share and collaborate on current educational issues which are common for both networks, specifically regarding assistive technology. • Provide an Assistive Technology Lab at the <i>Inclusion Works!</i> Conference. <p>Collaborate on Statewide and National Levels:</p> <p>Collaborate on statewide and national levels to promote the use of AT for student achievement and functional performance.</p> <ul style="list-style-type: none"> • Department of Rehabilitative Services (DARS) – work with technology-related staff designees to have a presence at the statewide AT conference • TTAP – Texas Technology Access Program – serve on their advisory board and collaborate to have a presence at the statewide AT conference • TSHA – Texas Speech and Hearing Association – be active member of TSHA and to promote assistive technology • Represent and promote the Texas Assistive Technology Network (TATN) at the annual “State Leaders of Assistive Technology in Education (SLATE)” meeting and the “National Assistive Technology in Education (NATE)” meeting at ATIA conference. 	September 2011 – August 2012	Continuing

Autism

The Texas Initiative for Autism Training Network will implement the following improvement activities that impact all SPP Indicators:

Conference/Meeting Participation	Timeline	Status
Assist in planning and will participate in the Texas State Conference on Autism.	October 2011 & March 2012	Continuing
Attend one national conference on autism—Ohio Center for Low Incidence Disabilities and Autism Training (OCALI).	November 2011	Continuing

Technical Assistance	Timeline	Status
Face to Face Meeting in San Antonio. Topics: Evidence-based practices, teacher standards, training module revisions, program evaluation, planning, training collaboration, other topics as may be needed.	February 27-28, 2012	Continuing
Electronic Meeting. Update module information, preview conference, update on model sites, information and resource sharing	September 1, 2011 May 2, 2012	Continuing

Technical Assistance	Timeline	Status
<p>Texas Statewide Leadership for Autism (Website) Update, expand and maintain website. Publish materials as generated by other activities within this grant. Commissioner's Rules side-by-side document – Develop more information regarding in-home and parent training on this document.</p>	August 2012	Continuing
<p>Texas Autism Resource Guide for Effective Teaching (TARGET) A survey will be created and posted to the project website for users to respond on how they use TARGET. In an attempt to get a random survey of users, the survey link will be posted 5 days during selected time frames. The information will guide future updates.</p>	September 2011- July 2012	Continuing
<p>National Professional Development Center (NPDC) Grant – Model Sites for Evidence Based Practices in Autism <i>Coordinate the Interagency Planning Group (IAPG).</i> This group includes members from the Agency representatives from Act Early Planning Group, ESC Regional Autism Contacts from Regions 17, 8 and 4, and 2 parent representatives. This group is tasked with the following responsibilities:</p> <ul style="list-style-type: none"> • Review progress reports, receive information about postings from the teams, review evaluation process for the project, and verify the final reports that detail the project. 	September 2011 – August 2012	Continuing
<p><i>Model Sites – Cohort 1 (9 Teams)</i> Continue to oversee and provide input on model sites project. Technical assistance will be provided electronically. Final report in August 2012.</p>	August 2012	Continuing
<p><i>Cohort 2 Expansion Sites (9 teams):</i> Continue to oversee and provide input to model sites. Much of the ongoing technical assistance is scheduled to be done electronically. Final report in August 2012.</p>	August 2012	Continuing
<p><i>Autism Conference for Model Sites Cohorts 1 & 2 (18 Teams).</i> Cohort 2 Teams will be required to attend specific trainings during this conference as per requirements of NPDC grant. One full day will be grant staff provided. One and a half days will be participant chosen and session will be coded to identify the Evidence-Based Practice the session covers.</p>	October 2011	Continuing
<p>As part of their data collection and participation, each model site submits short video segments for coaching/mentoring.</p>	May 2012	Continuing
<p>Use an electronic training and meeting format with all the teams.</p>	May 2012	Continuing

Training	Timeline	Status
<p>Develop Statewide Training Resources</p> <p>Market training courses to increase awareness of and participation in the online trainings. Goal is to increase the number of in-state participants by 10% over the number enrolled in each course on 8/21/2011. We will create a brochure that can be posted online, on bulletin boards or distributed at conferences (15,000 printed brochures). Translate brochure into Spanish for this audience.</p> <p>Distribute brochures at statewide events Potential events include: Texas Parent to Parent (500); Texas Autism Conference (3,000), Texas Transition Conference (1,000), Inclusion Works (1,500), TATN Conference (500), Texas Behavior Conference (1,000), Texas Evaluation Conference (500), TSXHA (4,000), Misc parent groups (1,000)</p> <p>Evaluation of Core Trainings</p> <p>Review of trainings online and Trainer of Trainers Modules. With collected data, the regional autism contact will review: content, format, ease of use and feedback for improvement. Grant staff will make necessary changes to content in online and TOT modules. The online courses contain over 750 animations. If changes to animations are needed, we will contract to have this work done.</p>	<p>August 2012</p> <p>September 2011- August 2012</p> <p>August 31, 2012</p>	<p>Continuing</p> <p>Continuing</p> <p>Continuing</p>

Network Collaboration	Timeline	Status
<p><i>Access to the General Curriculum Network (Region 20)</i></p> <ul style="list-style-type: none"> • Provide network with information on the online Autism Training Series, the TARGET and the NPDC Evidence-Based Practices Briefs. <p><i>AT Network (Region 4)</i></p> <ul style="list-style-type: none"> • Ask network to review AAC & Autism module for feedback/revisions • Attend 2012 TATN Conference. Provide presentation and be an exhibitor. <p><i>Behavior Network (Region 4)</i></p> <ul style="list-style-type: none"> • Provide network with information on the online Autism Training Series, the TARGET and the NPDC Evidence-Based Practices Briefs. <p><i>Evaluation Network (Region 12)</i></p> <ul style="list-style-type: none"> • Correspond with network for updates on any changes to the Diagnostic and Statistical Manual- V that will affect assessment of students with autism spectrum disorders. <p><i>Legal Framework (Region 18)</i></p> <ul style="list-style-type: none"> • Ask network to provide review and comment on core training modules. <p><i>Parent Coordination Network (Region 9)</i></p> <ul style="list-style-type: none"> • Provide network with information and updates on the Core Training Series and the TARGET manual. 	<p>August 2011 – September 2012</p>	<p>Continuing</p>

Network Collaboration	Timeline	Status
<p><i>LID (Region 3)</i></p> <ul style="list-style-type: none"> Provide network with information on the online Autism Training Series, the TARGET and the NPDC Evidence-Based Practices Briefs. <p><i>Transition (Region 11)</i></p> <ul style="list-style-type: none"> Provide network with information on the online Autism Training Series, the TARGET and the NPDC Evidence-Based Practices Briefs. Transition Conference. Offer to provide a session on Autism for conference. Be an exhibitor at conference. <p>Collaboration with Other Entities</p> <p><i>Early Identification & Intervention Project (Dell-private, UT, UTAP).</i></p> <ul style="list-style-type: none"> Meet with this group to support the development of this project and to collaborate with shared training, meetings and planning. This project will be using Sally Roger's Early Start Denver. <p><i>Texas Council on Autism</i></p> <ul style="list-style-type: none"> Provide meeting space for the council. Provide meeting space for the regional committee of the Council. <p><i>Act Early</i></p> <ul style="list-style-type: none"> Collaborate with other agencies on the Act Early Project as determined by TEA. 	<p>August 2011 – September 2012</p>	<p>Continuing</p>

Behavior and Discipline Management

The Texas Behavior Support (TBS) Initiative Network will implement the following improvement activities that impact SPP Indicator 4A-B:

Conference/Meeting Participation	Timeline	Status
<p>Facilitate the planning and implementation of the TBS State Conference to provide opportunities for educators to build and/or expand knowledge and skills for successful implementation of Positive Behavior Interventions and Supports for students</p>	<p>June 25-28, 2012</p>	<p>Continuing</p>
<p>Attend the International Conference on Positive Behavior Support in Atlanta, GA</p>	<p>March 15-17, 2012</p>	<p>Continuing</p>

Technical Assistance	Timeline	Status
<p>Conduct Face-to-Face meeting with Network members to discuss, plan, and coordinate project activities:</p> <ul style="list-style-type: none"> TBSI Revisions Development of TBSI Parent Overview Development of TBSI Administrator Overview Integration of PBIS and Social Emotional Learning (SEL) PBIS and Universal Design for Learning (UDL) Statewide and Regional Restraint Reports Collaborative activities with other leadership functions Planning of the 2012 TBS State Conference 	<p>September 21-22, 2011</p>	<p>Continuing</p>

Technical Assistance	Timeline	Status
<p>TETN Updates: Provide resources and services to facilitate project activities and professional collaboration:</p> <ul style="list-style-type: none"> • Organize and facilitate two TETN sessions for subcommittees and ongoing network activities. • Review status of TBSI Online revisions and development of new modules, Administrator and Parent Overviews. • AT Network will discuss principles of UDL that TBS can use to incorporate into PBIS trainings for districts. <p>Organize and facilitate online meetings for Network subcommittee planning and ongoing network activities, including the planning and implementation of the TBSI State Conference:</p> <p style="padding-left: 40px;">Conference Committee PBIS Data Committee</p> <p>Facilitate the collection, review and analysis of statewide/ regional data including:</p> <ul style="list-style-type: none"> • Benchmarks of Quality (BoQ) – a PBIS school-wide assessment tool used to measure the fidelity of PBIS implementation. • Network Implementation Plan Results Report. A report of each network member’s activities related to the network implementation plan. • PBIS Implementation Report – A report consisting of the names of districts and campuses that are currently implementing PBIS through the Texas PBIS Project or have received some support through the • School Profile and End of Year Outcome Data – Demographic information and discipline data obtained from schools currently participating in the Texas PBIS Project 	<p>December 2010 and April 2011</p> <p>October & November 2011</p> <p>September 2011- August 2012</p>	<p>Continuing</p> <p>Continuing</p> <p>Continuing</p>

Training	Timeline	Status
<p>Statewide capacity building through product development and dissemination of information</p> <p>Maintenance of the TBS website (www.txbsi.org) for the posting of resources for ESCs, districts, parents and other stakeholders, including but not limited to:</p> <ul style="list-style-type: none"> • Statewide Restraint Report • SPP Indicator 4A Self-Assessment Tool • PBIS Training Modules • Presentation handouts and materials from the TBS 2011 State Conference • Useful web links related to behavior, Positive Behavior Interventions and Support, and Social Emotional Learning and other statewide leadership functions 	<p>September 2011 – August 2012</p>	<p>Continuing</p>

Training	Timeline	Status
<p>Maintenance of the Texas Collaborative for Emotional Development in Schools (TxCEDs) website for the dissemination of information related to project activities and development of children's social and emotional wellness:</p> <ul style="list-style-type: none"> • Provide quarterly updates (at minimum) to website information • Maintain web links to other statewide leadership functions <p>Update/revise content materials of current TBSI online modules</p> <ul style="list-style-type: none"> • Revise current content materials • Develop new TBSI modules <ul style="list-style-type: none"> ○ TBSI Administrator Overview ○ TBSI Parent Overview • Update technology platform of the existing TBSI online modules and develop platform for new TBSI modules <ul style="list-style-type: none"> ○ Graphics development ○ Flash development ○ Audio recording/editing ○ Product software <p>Update and distribute regional Restraint Reports to TBS contacts</p> <p>Develop training materials on the integration of PBIS and Social Emotional Learning (SEL). Materials will be posted on the TBS website and the TxCEDs website.</p> <p>Identify campuses/promising practices that are implementing SEL. Identification will be determined through the use of the tool previously developed by the TxCEDs stakeholder committee. Campuses/promising practices will be posted to the TxCEDs website.</p>	<p>September 2011 – August 2012</p> <p>September 2011 – August 2012</p> <p>September 2011 – August 2012</p>	<p>Continuing</p> <p>Continuing</p> <p>Continuing</p>

Network Collaboration	Timeline	Status
<p><i>Disproportionate Representation</i></p> <ul style="list-style-type: none"> • Continue discussion on ways to ensure the implementation of culturally appropriate practices and culturally responsive teaching through PBIS to counter significant discrepancies in discipline of students with disabilities by race and ethnicity. 	<p>September 2010 – August 2011</p>	<p>Completed</p>

Network Collaboration	Timeline	Status
<p><i>Access to General Curriculum</i></p> <ul style="list-style-type: none"> • Discuss with AGC on how to ensure that PBIS reaches all children and not only children in special education. <p><i>Transition</i></p> <ul style="list-style-type: none"> • Share information between TBS and Transition on how to meet the needs of students with behavioral difficulties once they leave public education. <p><i>Evaluation</i></p> <ul style="list-style-type: none"> • Share information and training resources for Positive Behavior Supports, TBSI, Functional Behavioral Assessment (FBAs, and Manifestation Determination Review (MDR). <p><i>Autism</i></p> <ul style="list-style-type: none"> • Cross-collaboration and planning for state Autism and TBSI conferences. <p><i>TATN</i></p> <ul style="list-style-type: none"> • Develop a training that will incorporate principles of UDL and PBIS to address classroom behavior problems. <p>Continue the use of web based communication for professional collaboration and the sharing of resources and network activities (i.e., Wiki website).</p>	September 2011 – August 2012	Continuing

Disproportionate Representation

The Disproportionate Representation in Special Education project will implement the following improvement activities that impact SPP Indicator 9 and 10:

Conference/Meeting Participation	Timeline	Status
Attend the 2012 National Leadership Equity Alliance Forum to review the national perspective of disproportionality in Special Education to be held in Phoenix, Arizona in February 2012	February 2012	Continuing

Technical Assistance	Timeline	Status
<p>Continued Development of a disproportionality technical assistance manual and trainer of trainers that involves analyzing data, reviewing policy and practice to determine root causes and mapping solutions:</p> <p>Continue Contract with Metropolitan Center for Urban Education, led by Dr. Pedro Noguera to provide consultation services that focus on developing a Trainer of Trainers manual with guidance documents</p>	September 2011 – August 2012	Continuing

Technical Assistance	Timeline	Status
<p>ESC One will continue to collaborate with Dr. Noguera and Dr. Fergas on the development of this resource:</p> <ul style="list-style-type: none"> • Draft guidance document for districts to address disproportionality SPP indicators 4, 9, and 10 • Send draft manual to TEA for feedback • Receive feedback from TEA regarding draft guidance documents. • Dr. Fergus will develop second draft guidance document for districts to address disproportionality SPP indicators 4, 9, and 10 • Finalize guidance documents with TEA • Dr. Fergus and ESC One will coordinate the formal webinar presentations of an overview of technical manual and guidance documents to TEA and ESC representatives via webinar • One half day formal webinar presentation of technical assistance manual to TEA and ESC Disproportionality. contacts. • Follow up webinar 	February 6, 2012	Continuing
<p>On-site support during the development and delivery of the webinar from an ESC technology integration specialist. Work with the ESC technology integration department to support the subscription to the online secure webinar service; scheduling; technical assistance support; review and orientation for the presenter (if needed) on the use of the adobe connect platform for delivery.</p>	February 15, 2012	
<p>ESC disproportionality contacts will provide technical assistance to districts/charters not in compliance with disproportionality indicators 4, 9 and/or 10 by:</p> <ul style="list-style-type: none"> • Promoting district participation in the <i>Disproportionality in Special Education</i> on line training • Promoting the use of the online Significant Disproportionality data analysis tool that monitors disproportionality • Promoting and providing training on resources such as R.E.A.L.; Culturally Responsive RtI; Leading for Systemic Change, and Collection and Use of Evidence from the Equity Alliance at Arizona State University (formally National for Culturally Responsive Educational Systems); and Culture of Poverty as provided to ESC representatives by the former Texas Statewide Decentralized Multicultural and Diverse Learners Network • Promote the resources and tools from the Disproportionate Representation in Special Education website across decentralized functions and projects, with special focus on those addressing appropriate evaluation, culturally responsive response to intervention, least restrictive environment, differentiated instruction, and SPP indicators 4, 9, and 10. • Promoting and using resources and tools from the Disproportionality website to help LEAs address the issue of significant disproportionality or potential for disproportionality. • Participate in the presentations by the Metropolitan Center for Urban Education on the new guidance documents. 	February 2012	Continuing
<p>Promote and/or train on the use of the new guidance documents from Metropolitan Center for Urban Education.</p>	June 2012	Continuing

Technical Assistance	Timeline	Status
<p>Disproportionality Web Site</p> <ul style="list-style-type: none"> • Update resources and data analysis tools available on the web site based on changes to the critical values set by the state for significant disproportionate representation. • On-site technical assistance from the ESC One Office of Information Technology to maintain a professional, yet flexible website for promoting and researching information related to disproportionate representation in Texas. Specialist will administer the website by monitoring server, update design and posting resources as directed. • Maintain disproportionality website with current rules, calculation, links, and updates to resource tools. • Monitor use of web site 	September 2011 – August 2012	Continuing
<p>Monitor use of resources</p> <ul style="list-style-type: none"> • Monitor the use of the <i>Disproportionality in Special Education</i> online presentation on disproportionate representation • Monitor the use of the REAL modules and other resources distributed by the former Texas Statewide Decentralized Multicultural and Diverse Learners Network • Monitor and analyze data from the <i>Resources for Disproportionate Representation Survey</i> once distributed. • Use data collected from the <i>Resources for Disproportionate Representation Survey</i> to determine needs and use of tools found on the Disproportionality in Special Education web site. 	September 2011- August 2012	Continuing
<p>Report survey results and online presentation access to TEA.</p>	January 31, 2012	Continuing

Network Collaboration	Timeline	Status
<ul style="list-style-type: none"> • Coordinate with other ESC Statewide Leadership networks such as Evaluation, AGC and Behavior to share, post and /or link: link information based on other state network websites to address disproportionality. • Share data with Evaluation, AGC, Transition, and Behavior networks to address critical issues, such as behavior and how it affects disproportionality in the referral and identification process, discipline, educational setting, environment, etc. • Provide leadership, guidance, and ongoing communication with Texas Education Agency, ESC executive directors, special education directors and other administrators as appropriate • Continue discussions and collaboration with ESC 4's TBSI decentralized function during the revision of the TBSI modules to ensure the implementation of cultural considerations, culturally appropriate practices and culturally responsive teaching through PBIS to counter significant discrepancies in discipline of students with disabilities by race and ethnicity. 	September 2011 – August 2012	Continuing
<p>Coordinate with TEA on the distribution of the <i>Resources for Disproportionate Representation Survey</i> found at http://specialed.esc1.net/disproportionateRepresentationSurvey (Survey is currently live for viewing by TEA and ESC 1 only)</p>	September 2011	Continuing

Evaluation for Eligibility for Special Education

The Evaluation Network will implement the following improvement activities that impact SPP Indicators 11 and 12:

Conference/Meeting Participation	Timeline	Status
<p>Statewide Evaluation Personnel (SWEP) Conference</p> <p>Provide a statewide conference for evaluation personnel. The conference brings national and state speakers to address the current issues in the field of evaluation for special education.</p> <ul style="list-style-type: none"> TETN Update (9:00-12:00): To finalize conference plans for February 2012. 	<p>February 2012</p> <p>September 14, 2011</p>	<p>Continuing</p> <p>Continuing</p>

Low Incidence Disabilities

The Low Incidence Disabilities Network will implement the following improvement activities that impact all SPP Indicators:

Conference/Meeting Participation	Timeline	Status
<p>Attend the TASH Conference 2011 in Atlanta, Georgia. (This conference is specific to individuals with severe disabilities and has sessions on the education issues.)</p> <p>Present a break-out session at Autism Conference in collaboration with Autism Project on "self help/functional skills instruction"</p> <p>Support the Statewide Conference on Deafness</p> <ul style="list-style-type: none"> Provide Low Functioning Deaf (LFD) break-out sessions presented by out of state speakers (not in-state personnel currently working in districts or service centers) Present a pre-conference session on "Supporting the Students with LFD: A Team Approach" with some of the field test teachers 	<p>November 30-December 3, 2011</p> <p>October 13-15, 2011</p> <p>July 2012</p>	<p>Continuing</p> <p>Continuing</p> <p>Continuing</p>

Technical Assistance	Timeline	Status
<p>Face to Face Network Planning Meeting will discuss:</p> <ul style="list-style-type: none"> Planning/evaluation <ul style="list-style-type: none"> Comprehensive needs assessment process Submit negotiation plan, dates, implementation plan, SECIP/eGrant information TOT on new on-line course on Grading in Life Skills TOT on new materials on Self Help & Functional Skills <p>TETNs</p> <ul style="list-style-type: none"> Participate in professional development training over TETN provided by Texas Deafblind Project staff Present a Training of Trainers (TOT) for "Supporting the Student who is Low Functioning Deaf: A Team Approach" to LID and Deaf Ed contacts at each ESC 	<p>December 13-14, 2011</p> <p>February 3, 2011</p>	<p>Continuing</p> <p>Continuing</p>

Technical Assistance	Timeline	Status
<p>Provide professional development and technical assistance to Regional Deafblind Specialists</p> <ul style="list-style-type: none"> • Participate in a needs assessment process using Deafblind Census data conducted over a Webinar by Texas Deafblind Project (webinar) 	August 27, 2012	Continuing

Training	Timeline	Status
<p>Trainings to be done in Regions: (Lead will update/revise training materials and keep them available to network members)</p> <ul style="list-style-type: none"> • Teaching Literacy to Students with Significant Disabilities • Teaching Math to Students with Significant Disabilities • Project MASTERY training 	September 2011- August 2012	Continuing
<p>Collaborate with Region 11 DHH lead on communication issues/resources for low functioning deaf.</p> <ul style="list-style-type: none"> • Link to their new on-line training modules for “Communication Access for Students who are Deaf and Low Functioning or Multiply Impaired” 	September 2011- August 2012	Continuing
<p>Support the National Coalition on Deafblindness (NCDB) which established competencies for teachers of deafblind that have been adopted and posted on the Council of Exceptional Children (CEC) website.</p> <ul style="list-style-type: none"> • Provide capacity building funds for teachers pursuing endorsement coursework in deafblindness. There will be an application evaluation rubric used to determine the recipients of the funds. Applicants will document their present work or future intent to work with deafblind students. Funds would be paid directly to the university for Spring, Summer or Fall 2012 courses. The selection of recipients will be in collaboration with the TSBVI Deafblind Outreach DB Mentor Program. 	September 2011- August 2012	Continuing
<p>Professional Development training for network members on “Assessment and Instruction of Recreation & Leisure Skills for Students with Low Incidence Disabilities” by Dr. Lauren Lieberman.</p> <p>Purchase recreation/leisure assessment/instruction resources for network members to accompany this training.</p>	December 2011	Continuing
<p>Develop Guidance for Communication Assessments in collaboration with Region 11 DHH lead and TEA</p>	August 2012	New

Training	Timeline	Status
Maintain a web page dedicated to LFD Issues and post links to resources and trainings.	September 2011- August 2012	Continuing
Maintain the LFD Stakeholders Group for two meetings a year. <ul style="list-style-type: none"> • Develop title & job description for “in class support” person • Prepare a list of communication assessment tools appropriate for students who are low functioning deaf • Facilitate the development of training materials called “Supporting the Student who is LFD: A Team Approach” through field testing. 	September 2011- May 2012	Continuing

Network Collaboration	Timeline	Status
At the state level the LID lead will work and plan collaboratively with the following networks: Deaf/ Hard of Hearing, Secondary Transition, Visually Impaired, Autism, and Access to General Curriculum. <i>Additional Activities</i> <ul style="list-style-type: none"> • Attend meetings: <ul style="list-style-type: none"> • TEA leadership meetings, TETNs, and other requested meetings. • Deafblind Project Quarterly Meetings for planning and evaluation of grant activities. 	September 2011– August 2012	Continuing

Parent Coordination

The Parent Coordination Network (PCN) will implement the following improvement activities that impact SPP Indicator 8:

Conference/Meeting Participation	Timeline	Status
Parent Organizations Academy The Academy will provide attendees current special education information and opportunities to network with other organizations. The goal is to provide organizations which frequently respond to parents’ questions and concerns with accurate information and resources. State Leads will be invited to share relevant and timely information, as requested. Parent Network members will facilitate the Academy. Possible Topics: <ul style="list-style-type: none"> • State Assessments Update • Prior Written Notice • SPP 14 Postsecondary Outcomes • Legal Framework 	November 29-30, 2011	Continuing

Conference/Meeting Participation	Timeline	Status
<p>State Parent Training Improvement Committee</p> <p>Review data from the Texas Parent Survey-Spring 2011, results of the Parent Organization Academy, Texas Project FIRST activities, and other data such as the Public Input Meeting results. The State Parent Training Committee will consist of parent organization members, the Parent Training and Information Centers' directors, school personnel representatives, parents, and members of the Parent Coordination Network. Under TEA's direction, Region 9 will assist with this meeting.</p>	September 2011	Continuing

Technical Assistance	Timeline	Status
<p>Data Collection</p> <p>Coordinate the State Performance Plan Parent Survey process. Approximately 18,000 parents of students receiving special education services will be surveyed. The purpose of the survey is to determine if school facilitated parent involvement improves services and results for children with disabilities. The data collected will be utilized in the Annual Performance Report. An outside contractor will be utilized for this project.</p> <ul style="list-style-type: none"> Follow-up activity: <p>The first two weeks of May the survey contractors will provide the districts' current return rates. PC Network members will notify districts on the number of surveys that have been returned from their districts and will encourage them to send reminders to the parents. Additional surveys will be resent if needed.</p> <p>Coordinate and facilitate Parent Coordination Network Meetings:</p> <p>Face-to-Face meeting with Network members.</p> <p>TETN Updates.</p> <p>Provide information, technical assistance, or training to school personnel and parents to facilitate parent involvement</p> <p>Texas Project FIRST</p> <p>With the support of the Texas Education Agency Division of IDEA Coordination, the Texas Parent Coordination Network, and parent consultants identified in each regional education service center area, Texas Project FIRST addresses the Parent Involvement Improvement Plan Goal of ensuring that the provision of a free appropriate public education for students with disabilities is facilitated through parent involvement in the special education process. NOTE: All materials are provided in English and Spanish.</p>	<p>September 2011- August 2012</p> <p>May-August 2012</p> <p>October 2011 and March 2012</p> <p>November 2011</p> <p>September 2011- August 2012</p> <p>September 2010 – August 2011</p>	<p>Continuing</p> <p>New</p> <p>Continuing</p> <p>Continuing</p>

Technical Assistance	Timeline	Status
<p>Goal A: Project FIRST coordinates a statewide system for delivery of training and information dissemination to parents of students with disabilities, ages 0-22, and the professionals who work with them, including parents who are traditionally underserved.</p> <p>Goal B: Project FIRST coordinates a statewide system for collaboration between ESCs, districts, and parent organizations that will result in parents receiving accurate and consistent information.</p> <p>Maintain a Bobby approved, bilingual website that is written in a parent friendly, easy to understand manner. The website was designed to inform parents across Texas of:</p> <ul style="list-style-type: none"> • parent organizations; • training opportunities; • credible publications that can benefit families; • information on significant school reform issues such as the No Child Left Behind Act of 2001; • information on state law or rules governing special education or other relevant education services; • updated information with changes in state agency websites; • any other pertinent information for families/young adults with disabilities; • translate any necessary information into Spanish; • add translation link to website pages for other languages; • investigate other methods of accurate information dissemination (i e Smart phone apps, RSS feed, etc.) <p>Goals of website additions include, but are not limited to:</p> <ul style="list-style-type: none"> • Update Testing Pages, Least Restrictive Environment; Highly Qualified Teachers; Response to Intervention; Early Intervening Services; Graduation; Employment; Post Secondary Education, Facilitated IEPs, etc. <p>Region 9 and Texas Project FIRST staff coordinate with other Networks to post parent information related to each specific area on Texas Project FIRST. Establish links from Texas Project FIRST to the different Networks' websites.</p>	September 2011 – August 2012	Continuing

Training	Timeline	Status
<p>Parent Training.</p> <ul style="list-style-type: none"> • Update and disseminate the Surrogate Parent Training materials. Materials include: How to serve as a Surrogate Parent PowerPoint, documentation forms, TEA's and Residential Facility Surrogate PowerPoint. The materials will be disseminated electronically. 	September 2011- August 2012	Continuing

Network Collaboration	Timeline	Status
<p>Parent Coordination Lead:</p> <ul style="list-style-type: none"> • Participate at the Parent Conference, • Serve on state committees, and • Collaborate with parent organizations and the Parent Training and Information Centers. • The PCN Lead will collaborate with ESC 2 and the Autism Conference planning committee—will attend conference and meet with Project First staff 	September 2011 – August 2012	Continuing

Secondary Transition/Post School Results

The Secondary Transition Network will implement the following improvement activities that impact SPP Indicators 1, 2, 13 and 14:

Conference/Meeting Participation	Timeline	Status
<p>Texas Transition Conference Coordinate Texas Transition Conference (TTC):</p> <p>State leadership will coordinate and attend TTC. This conference is a collaborative project with Texas A & M. Details of the conference are ongoing with network leadership summarizing responsibilities of both parties. TAMU staff is responsible for conference registration and handling registration fees. Fees are used to cover many costs of the conference.</p> <ul style="list-style-type: none"> • State Leadership will : <ul style="list-style-type: none"> i. Contract with conference planner ii. Support conference programming iii. Secure audio visual equipment and support iv. Provide interpreters v. Produce CDs for handouts • This conference directly addresses compliance issues for Indicator 13 and performance issues for Indicator 14. In a survey to determine ways in which states address Indicator 13 and transition issues, the National Secondary Transition Technical Assistance Center (NSTTAC), asks directly if the state has a statewide transition conference. This conference has proved to serve needs in Texas and has grown steadily over the past several years. 	February 20-22, 2012	Continuing

Technical Assistance	Timeline	Status
<p>Indicator 13 Data Analysis</p> <p>Address Indicator 13 training as needed including folder reviews</p> <p>Coordinate data analysis with TEA</p> <p>Assist all regional transition specialists in analyzing data to help them determine and design professional development to meet the identified regional needs</p> <p>Present Indicator 13 data at Texas Transition Conference</p> <p>Help make connections among SPP Indicators 13, 14, 1, 2, 3, 4, 5, and 8. All of the following will be shared with network members through training and technical assistance:</p> <ul style="list-style-type: none"> • Analyze relationship between data for Indicator 13 and 14 • Use PEIMS/AEIS to identify graduation and dropout rates at the regional level (Indicators 1 and 2). • Continue to provide current research-based information on dropout prevention strategies (Indicator 2). • Use statewide and regional data collected from item #6 of the Indicator 13 checklist to make connections between annual goals and AYP (Indicator 3). • State lead/network member from the behavior network will share information on suspensions/expulsions and their impact on graduation and dropout (Indicators 4, 1, and 2). • Use data collected from item #5 of the Indicator 14 Grade 12 exit survey related to “program under which the student will exit high school” to give an indication of the rigor of the high school program (Indicator 5). • Use information from the Texas Survey of Parents of Students Receiving Special Education Services to determine level of parental participation in student’s education process [research says that valid parent participation in the student’s education increases the likelihood of the student staying in school and graduating (Indicator 8)]. <p>Supply both state and regional data to ESC statewide functions and projects including appropriate Indicator 13 data related to disability and other demographics. All functions need to understand that the goal for each student is to be successful after graduation; therefore, we must begin with the end in mind. The transition process is the vehicle which reasonably enables students to have every opportunity to reach postsecondary goals. Therefore, the data helps each leadership network look at transition through the particular needs of specific disabilities and then better assist students in reaching their identified goals.</p>	<p>February 8, 2012</p> <p>September 2011</p> <p>February 8, 2012</p> <p>February 22, 2012</p> <p>May 31, 2012</p>	<p>Continuing</p>

Technical Assistance	Timeline	Status
<p>The projects/functions will include:</p> <ul style="list-style-type: none"> i. Access to General Curriculum ii. Three Low-Incidence Disabilities iii. Multicultural Education iv. Parent Coordination v. Services for the Deaf vi. Visually Impaired vii. Behavior and Discipline Management viii. Autism 	May 31, 2012	Continuing
<p>Network members will provide training/technical assistance for issues related to compliance with Indicator 13. This training will be provided for districts not in compliance for Indicator 13. Other districts may attend if ESC desires. Training will include:</p> <p>Training and modules:</p> <ul style="list-style-type: none"> •Texas Transition: Attaining Goals •Module for Postsecondary Goals •Module for Transition Assessment: What's It All About? 	August 31, 2012	Continuing
<p>Indicator 14 Data Collection, Analysis, and Reporting</p> <p>Based on data collected Spring/Summer 2011, review and edit grade 12 exit survey and extended postsecondary surveys, if requested by TEA.</p>	February 2012	
<p>Using grade 12 exit demographic data collected Spring/Summer 2012, contract with company for extended survey collection via telephone.</p>	January 31, 2012	
<p>Distribute postsecondary data as collected by contracted agency to TEA and ESCs.</p>	July 2012	
<p>Analysis of postsecondary 2011-12 data (Contract with company for disaggregated general analysis of postsecondary data for I 14 APR)</p>	November 30, 2011	
<p>Analyze postsecondary data and supply appropriate reports. This data will be used to connect to the transition services included in student IEPs to examine if appropriate planning took place. Analysis will include year to year trends. Reports will include:</p> <ul style="list-style-type: none"> • Overall state analysis – ethnicity; disability; gender • Analysis per region – ethnicity; disability; gender • Analysis per district (if return rate is large enough to protect student confidentiality) – ethnicity, disability, gender 	July 30 2012	

Technical Assistance	Timeline	Status
<p>Postsecondary data will be used to connect to the transition services included in student IEPs to examine if appropriate planning took place. Both statewide and regional data on Indicator 14 will be supplied to:</p> <ul style="list-style-type: none"> • Transition network to provide districts and charters with technical assistance and analysis of data in relation to transition planning • ESC statewide functions and projects including appropriate data related to disability and other demographics. This will include: <ul style="list-style-type: none"> i. Access to General Curriculum ii. Three Low-Incidence Disabilities iii. Multicultural Education iv. Parent Coordination v. Services for the Deaf vi. Visually Impaired vii. Behavior and Discipline Management viii. Autism <p>Collaborate with TEA, College and Career Readiness, about drop-out prevention for students receiving special education services</p>	<p>August 31, 2012</p> <p>January 31, 2012</p> <p>January 31, 2012</p> <p>August 31, 2012</p>	
<p>Secondary Transition/Post-School Results</p> <p>Higher Education</p> <p>Continue to collaborate with the TEA Division of College and Career Readiness Initiatives to strengthen relationships among public education, higher education, and civic and business communities. Network leadership will make network members aware of resources designed to improve student achievement by getting children off to a good start, raising academic standards, generally smoothing student transitions from one level of learning to the next, and helping all children meet the proficiency levels needed to succeed at the next education level and in the workforce. The expected outcome is for network members to be able to address college and career readiness in trainings and technical assistance provided in their regions.</p> <p>Network leadership will work to connect information with the Career Readiness portal through TEA once it is completed</p> <p>Continue to research programs and resources – place links on statewide transition website.</p> <p>Continue to work toward promoting a postsecondary culture in high schools centered on pre-college planning. Network members will utilize the module Transitioning from High School to College with educators who will use materials with students and parents. For the past several years, network members have been provided training in such areas as self-determination and Achieve Texas which all help in promoting high expectations for students with disabilities including pre-college planning. Network leadership will continue to reinforce the importance of this training in working with district personnel as well as methods of incorporating these into existing training they provide.</p>	<p>May 2012</p> <p>May 2012</p> <p>May 2012</p>	

Training	Timeline	Status
<p>Secondary Transition/Post-School Results Network</p> <p>Update trainings to address needs of districts as indicated by Indicator 13 data collection. In lieu of a second face to face meeting with the entire network, this activity utilizes a small workgroup of 3 – 4 members traveling to ESC Region XI to update trainings. Updates are made in relation to ongoing data obtained from Indicators 13 and 14, updates to legislative activities, and regional needs assessments.</p> <p>Network members will provide professional development with the following trainings:</p> <ul style="list-style-type: none"> a. Texas Transition: Attaining Goals b. Leaving a Clear Trail: Destination - Academic Achievement Record) <p>Network members will continue to use these modules:</p> <ul style="list-style-type: none"> a. Transition Assessments: What's It All About? b. Postsecondary Goals c. Summary of Performance d. Transitioning from High School to College <p>Network will be trained yearly to present updated and new trainings Facilitate collaboration of districts and agencies</p> <ul style="list-style-type: none"> a. Continue to facilitate joint agency and ESC trainings/meetings. Each ESC transition specialist collaborates and often co-presents with agency representatives at agency facilities and/or the ESC. b. Each ESC will continue to provide information on state/regional agency contacts to districts c. Each ESC transition specialist maintains a contact log detailing whether they are gathering information for districts, parents, or students and whether the collaboration is for planning a co-sponsored event, co-training, or meeting to plan for a student. <p>Continue to enhance statewide transition website and keep website current</p> <p>Network meetings – all network members will attend:</p> <ul style="list-style-type: none"> a. October 25-26, 2011 (F2F meeting – Fort Worth) b. February 8, 2012 TETN (9-1) <p>All network members will attend the Texas Transition Conference (TTC)</p>	<p>June 2012</p> <p>August 31, 2012</p> <p>October F2F 2011 August 31, 2012</p> <p>August 31, 2012</p> <p>October 25-26, 2012</p> <p>February 8, 2012</p> <p>February 20-22, 2012</p>	<p>Continuing</p> <p>Continuing</p> <p>Continuing</p> <p>Continuing</p> <p>Continuing</p> <p>Continuing</p> <p>Continuing</p>

Training	Timeline	Status
Design a model for systemic improvement in providing services to transitioning youth. Components to consider in the model could include a self-evaluation which addresses overall desired student outcomes and identifying barriers to outcomes being reached; understanding how data analysis could provide a basis for changing and/or stopping processes already in place that have not been successful or incorporating new processes that could facilitate the reaching of desired outcomes; and creating guidelines for designing a communication process within the school that facilitates appropriate development and implementation of the IEP for students transitioning at the high school level. This process should include creating a college-going culture for all students as well as consider employment goals for students.	April 2012	New
Create a module for designing an 18-21 year old program.	August 2012	New
Create an on-line model of Leaving A Clear Trail that will be used as a refresher course for those having had the full day training	December 2011	New

Network Collaboration	Timeline	Status
<p>The Secondary Transition Network will collaborate with the following state leads/projects:</p> <p><i>AGC</i></p> <p>Discuss with lead clarification in AGC and Transition trainings with regard to postsecondary goals and annual goals. Discussion will include when objectives for annual goals are needed and how this needs to unfold in training pieces.</p> <p>Collaborate to ensure that network documents align for the development of the annual goals and that those goals facilitate movement toward the postsecondary goals.</p>	September 2011 – August 2012	Continuing

Network Collaboration	Timeline	Status
<p><i>AI Network</i></p> <p>Lead for AI Communication will speak to network at F2F on issues that need to be considered during the transition process</p> <p><i>VI Network</i></p> <p>VI Lead will speak to network at F2F on specific issues that need to be considered for students who have visual impairments when transition is being discussed</p> <p><i>Parent Coordination</i></p> <p>Present at Parent Advisory</p> <p><i>Behavior</i></p> <p>Collaborate in the development of free material to be used in IEP development to help design appropriate transition services for students with behavioral issues. These materials will be placed on the ESC 4 website.</p>	September 2011- August 2012	Continuing

Network Collaboration	Timeline	Status
<p>Collaboration with other Entities</p> <p>Continue to collaborate with the National Secondary Transition Technical Assistance Center (NSTTAC), our technical assistance center in Charlotte, NC. This collaboration is an expectation of TEA since this leadership function is responsible for working to get the state of Texas in 100% compliance for Indicator 13. This also fulfills part of the OSEP requirement for technical assistance (for Indicator 13) based on the state's determination level. In addition, the leadership (lead and coordinator) represent the state of Texas at the national institutes (see 4b & 4c below).</p>	August 31, 2012	Continuing
<ul style="list-style-type: none"> • Continue to collaborate through conference calls, emails, and/or webinars • Attend Secondary Transition Follow-up State Planning Institute (Lead and Coordinator) in conjunction with the International DCDT Conference in Kansas City, Mo. 	October 12-15, 2011	Continuing
<p>This is co-sponsored by the National Dropout Prevention Center for Students with Disabilities (NDPC-SD), the National Post-School Outcomes Center (NPSO), and the National Secondary Transition Technical Assistance Center (NSTTAC). Additional assistance will be provided by the IDEA Partnership at NASDSE's Community of Practice on Transition.</p>		
<ul style="list-style-type: none"> • Attend NSTTAC Secondary Transition State Planning Institute in Charlotte NC (Lead and Coordinator) 	May 31, 2012	Continuing
<p>Finish developing online video modules which provide basic information on transition process to be accessed via the network website. These modules will run from 2-20 minutes each with the goal being to address all modules within an hour timeframe. There will probably be 8 modules with each of these topics covered per module: introduction and overview, age-appropriate transition assessments, measurable post-secondary goals, transition services, course of study, agency collaboration, annual IEP goals, and summary of performance. These modules will can be accessed by parents, educators, or any other interested personnel. The intent is to give an overview of transition services provides to students with disabilities in Texas.</p>	May 2012	Continuing
<p>Network leadership will continue to make connections for providing transition services for students who are deaf and hard of hearing. The network will be made aware of information, services, and resources. Discussions will take place on using this information in training and technical assistance. Connections will be made with:</p> <ul style="list-style-type: none"> • Educational Resource Center on Deafness (ERCOD) • PEPNet – Network will be made aware of trainings that facilitate post-school success for youth who are deaf and hard of hearing 	May 31, 2012	Continuing

Improvement activities for this indicator will be ongoing through the 2012-2013 school year.

Part B State Annual Performance Report (APR) for 2010

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: States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

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, 2009-10* which is located on the TEA website at: http://www.tea.state.tx.us/acctres/dropcomp_index.html.

FFY	Measurable and Rigorous Target
2010	The dropout rate for students with disabilities shall not exceed 12%.

Actual Target Data for FFY 2010:

**Table 1:
4-Year Dropout Rates for Students with Disabilities**

	FFY 2004 Class of 2004	FFY 2005 Class of 2005	FFY 2006 Class of 2006	FFY 2007 Class of 2007	FFY 2008 Class of 2008	FFY 2009 Class of 2009	FFY 2010 Class of 2010	FFY 2011 Class of 2011	FFY 2012 Class of 2012
a. Dropouts	1,978	2,273	3,622	4,858	4,965	4,690	3,928	To be reported February 2013	To be reported February 2014
b. Cohort	31,491	33,408	34,176	34,845	34,357	33,209	32,501		
a / b * 100= %	6.3%	6.8%	10.6%	13.9%	14.5%	14.1%	12.1%		

**Table 2:
4-Year Dropout Rates for All Students**

	FFY 2004 Class of 2004	FFY 2005 Class of 2005	FFY 2006 Class of 2006	FFY 2007 Class of 2007	FFY 2008 Class of 2008	FFY 2009 Class of 2009	FFY 2010 Class of 2010	FFY 2011 Class of 2011	FFY 2012 Class of 2012
a. Dropouts	10,507	11,650	24,975	33,005	31,437	28,856	22,988	To be reported February 2013	To be reported February 2014
b. Cohort	270,911	271,218	283,698	290,662	300,488	308,427	314,079		
a / b * 100= %	3.9%	4.3%	8.8%	11.4%	10.5%	9.4%	7.3%		

Source: Academic Excellence Indicator System (AEIS) Datasets
same % reported to USDE

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

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.

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).

II. Explanation of Progress or Slippage

The Class of 2010 dropout rate for students with disabilities was 12.1% (12%). The dropout rate decreased 2% from the previous year. The 2% decrease could be attributed to effective dropout prevention strategies implemented at the state and local level. Additionally, increased emphasis on secondary transition as evidenced by the collection of SPP 13 data has strengthened the message that quality IEPs for students with disabilities keeps students engaged and focused on the attainment of positive post school outcomes. **The State did not meet the state target of 12%.**

In response to dropout data, the State is continuing to increase their efforts to improve the graduation rate for students with disabilities. The efforts include but are not limited to; (a) utilization of the State's 20 Education Service Centers (ESC) to disseminate additional guidance, provide assistance to districts in analyzing their data, and provide technical assistance to districts to support their individual efforts, and (b) the Texas Education Agency (TEA) is continuing its efforts to support intra-agency collaboration on Dropout Prevention to identify resources and provide guidance.

The State is continuing to access resources provided by the National High School Center (NHSC), the National Dropout Prevention Center for Students with Disabilities, the What Works Clearinghouse, the Texas Comprehensive Center (TXCC), and other state and national organizations that focus on dropout prevention and school improvement to leverage resources to improve program, district, school, and student outcomes.

One of the resources the State is leveraging is the Early Warning Data System (EWDS) developed by the TXCC. The EWDS Tool was originally developed by the NHSC to calculate automatically the high-yield indicators related to dropout. With permission of and in collaboration with the NHSC, the TXCC adapted the EWDS to produce a customized database version of the tool called the Early Warning Data System (EWDS). The EWDS consists not only of the database tool, but also several imbedded component systems: working as a collaborative team, creating individual, group, and school-wide data reports, designing successful interventions, and verifying student success based on implementation and impact data. For more information about the tool, see the Texas Comprehensive Center's website at <http://txcc.sedl.org/resources/ewst/>.

Additionally, 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, 2009-10* which is located on the TEA website at: http://www.tea.state.tx.us/acctres/dropcomp_index.html.

Office of Special Education Programs (OSEP) Continuous Improvement Visit: Results Meeting

In October 2011, the U.S. Department of Education Office of Special Education Programs (OSEP) scheduled a Continuous Improvement Visit (CIV) during the week of October 24-28, 2011. The CIV contained two components: Verification and Results. During the Verification component, OSEP staff conducted on-site verification of the effectiveness of critical State systems (monitoring, data collection and analysis, and finance). The verification process included interviews with state staff, review of documentation, and panel conversations with ESC and LEA representatives.

The Results component included a “Results Meeting.” The Results Meeting was an opportunity for OSEP and the State, along with critical stakeholders and technical assistance providers, to work collaboratively to improve results for students with disabilities. The State identified Dropout (Indicator 2) as the area of improvement.

At the Results Meeting, the State provided an overview of current statewide activities and data related to dropout rates for students with disabilities. Stakeholders had an opportunity to advise the State on implementation of future improvement activities. As a result, the following tentative timeline has been developed for the statewide implementation of the use of EWDS:

Timeline

- | | |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fall 2011 | Statewide delivery of Overviews on the EWDS tool by each of the 20 regional education service centers, along with follow up technical assistance and training. |
| Spring 2012 | Pilot program implementation of EWDS at select LEAs in order to further refine the tool. Progress data from the pilot program will be collected and reported in the FFY 2011 APR due February 1, 2013. |
| Summer 2012 | Development of reports for use at local, regional, and state levels as well as guidance and resources for LEAs struggling with dropout. |
| Fall 2012 | Statewide delivery of Overviews on the EWDS tool by each of the 20 regional education service centers, along with follow up technical assistance and training. Progress data will be collected and reported in the FFY 2012 APR due February 1, 2014. |

Future improvement activities related to dropout can be found in the “II. Improvement Activities/Timelines/Resources” section under the heading “Secondary Transition/Post School Outcomes.”

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

I. Targets

FFY 2011 Target Revision: 10%

The revised target corresponds to about half the difference between the current state dropout rate for all students (7.3%) and for students receiving special education services (12.1%).

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 2012-2013 school year.

Part B State Annual Performance Report (APR) for 2010

Monitoring Priority: FAPE in the LRE

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

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

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

Measurement:	
3A.	AYP percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.
3B.	Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
3C.	Proficiency rate percent = [(# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

FFY	Measurable and Rigorous Target						
2010	<table style="width: 100%; border: none;"> <tr> <td style="width: 15%;">Indicator 3A</td> <td>100%</td> </tr> <tr> <td>Indicator 3B</td> <td>Participation on Math Assessments = 95% Participation on Reading Assessments = 95%</td> </tr> <tr> <td>Indicator 3C</td> <td>Proficiency on Math Assessments = 75% (AYP Target in NCLB) Proficiency on Reading Assessments = 80% (AYP Target in NCLB)</td> </tr> </table>	Indicator 3A	100%	Indicator 3B	Participation on Math Assessments = 95% Participation on Reading Assessments = 95%	Indicator 3C	Proficiency on Math Assessments = 75% (AYP Target in NCLB) Proficiency on Reading Assessments = 80% (AYP Target in NCLB)
Indicator 3A	100%						
Indicator 3B	Participation on Math Assessments = 95% Participation on Reading Assessments = 95%						
Indicator 3C	Proficiency on Math Assessments = 75% (AYP Target in NCLB) Proficiency on Reading Assessments = 80% (AYP Target in NCLB)						

Indicator 3A | Adequate Yearly Progress Targets for District Performance on AYP Objective

Year	State's AYP objectives for progress for disability subgroup ("n" size = 50):
2010	<ol style="list-style-type: none"> 1. 95% of students with disabilities participated in assessment in Reading/ELA 2. 95% of students with disabilities participated in assessment in Mathematics 3. 80% of students with disabilities meet the proficiency standard in Reading/ELA 4. 75% of students with disabilities meet the proficiency standard in Mathematics
2009	<ol style="list-style-type: none"> 1. 95% of students with disabilities participated in assessment in Reading/ELA 2. 95% of students with disabilities participated in assessment in Mathematics 3. 73% of students with disabilities meet the proficiency standard in Reading/ELA 4. 67% of students with disabilities meet the proficiency standard in Mathematics
2008	<ol style="list-style-type: none"> 1. 95% of students with disabilities participated in assessment in Reading/ELA 2. 95% of students with disabilities participated in assessment in Mathematics 3. 67% of students with disabilities meet the proficiency standard in Reading/ELA 4. 58% of students with disabilities meet the proficiency standard in Mathematics
2007	<ol style="list-style-type: none"> 1. 95% of students with disabilities participated in assessment in Reading/ELA 2. 95% of students with disabilities participated in assessment in Mathematics 3. 60% of students with disabilities meet the proficiency standard in Reading/ELA 4. 50% of students with disabilities meet the proficiency standard in Mathematics
2006	<ol style="list-style-type: none"> 1. 95% of students with disabilities participated in assessment in Reading/ELA 2. 95% of students with disabilities participated in assessment in Mathematics 3. 60% of students with disabilities meet the proficiency standard in Reading/ELA 4. 50% of students with disabilities meet the proficiency standard in Mathematics
2005	<ol style="list-style-type: none"> 1. 95% of students with disabilities participated in assessment in Reading/ELA 2. 95% of students with disabilities participated in assessment in Mathematics 3. 53% of students with disabilities meet the proficiency standard in Reading/ELA 4. 42% of students with disabilities meet the proficiency standard in Mathematics

Actual Target Data for FFY 2010:

	FFY 2005 2005-06	FFY 2006 2006-07	FFY 2007 2007-08	FFY 2008 2008-09	FFY 2009 2009-10	FFY 2010 2010-11	FFY 2011 2011-12	FFY 2012 2012-13
Districts that did not meet AYP Objective	78	38	318	151	236	300	To be reported February 2013	To be reported February 2014
Districts that met AYP Objective	550	560	232	345	207	125		
Total Number of Districts*	628	598	550	496	443	425		
% of Districts that Met AYP Objective	88%	94%	42%	70%	47%	29%		

Source: Adequate Yearly Progress Dataset used for accountability reporting under Title 1 of the ESEA

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

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

Texas Assessment Program Overview

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 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 Texas Essential Knowledge and Skills (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

Eligible students may meet testing requirements with Spanish-version TAKS assessments, available for

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

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

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.). TAKS–M is administered in English for the same grades and subjects as TAKS. Spanish-version TAKS–M assessments are not available.

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 in the same grades and subjects as TAKS.

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

Actual Target Data for FFY 2010:

	FFY 2008 2008-09		FFY 2009 2009-10		FFY 2010 2010-11		FFY 2011 2011-12		FFY 2012 2012-13	
	#	%	#	%	#	%	#	%	#	%
Table 3B.1 Statewide Participation Rate, Math										
a. # of children with IEPs in grades 3-8, 10	252,714	---	246,028	---	245,009	---	To be reported February 2013		To be reported February 2014	
b. # of children with IEPs in regular assessment with no accommodations	35,403	14%	30,882	13%	29,448	12%				
c. # of children with IEPs in regular assessment with accommodations	95,279	38%	90,460	37%	93,491	38%				
d. # of children with IEPs in alternate assessment against grade level standards	0	0%	0	0%	0	0%				
e. # of children with IEPs in alternate assessment against modified achievement standards	100,551	40%	101,623	42%	97,401	40%				
f. # of children with IEPs in alternate assessment against alternate achievement standards	19,076	8%	21,216	9%	22,961	9%				
g. # of children with IEPs who took an out of level test	0	0%	0	0%	0	0%				
Participants, Grades 3-8, 10	250,309	99%	244,181	99%	243,301	99%				
Non-participants	2,405	1%	1,847	1%	1,708	1%				

Source: Adequate Yearly Progress Dataset used for accountability reporting under Title 1 of the ESEA

Table 3B.1

Statewide Participation Rate, Math

	FFY 2005 2005-06		FFY 2006 2006-07		FFY 2007 2007-08	
	#	%	#	%	#	%
a. # of children with IEPs in grades 3-8, 10	288,765	---	280,511	---	265,170	
b. # of children with IEPs in regular assessment with no accommodations	40,686	14%	65,751	23%	44,008	17%
c. # of children with IEPs in regular assessment with accommodations	52,864	18%	27,091	10%	119,294	45%
d. # of children with IEPs in alternate assessment against grade level standards	59,834	21%	90,486	32%	0	0%
e. # of children with IEPs in alternate assessment against modified achievement standards	NA	NA	NA	NA	82,464	31%
f. # of children with IEPs in alternate assessment against alternate achievement standards	132,708	46%	82,790	30%	16,453	6%
g. # of children with IEPs who took an out of level test	NA	NA	10,571	4%	0	0%
Participants, Grades 3-8, 10	286,092	99%	276,689	99%	262,219	99%
Non-participants	2,673	1%	3,822	1%	2,951	1%

Source: Adequate Yearly Progress Dataset used for accountability reporting under Title 1 of the ESEA

Actual Target Data for FFY 2010:

Table 3B.2

Statewide Participation Rate, Reading

	FFY 2008 2008-09		FFY 2009 2009-10		FFY 2010 2010-11		FFY 2011 2011-12		FFY 2012 2012-13	
	#	%	#	%	#	%	#	%	#	%
a. # of children with IEPs in grades 3-8, 10	254,159	---	246,765	---	245,700	---	To be reported February 2013		To be reported February 2014	
b. # of children with IEPs in regular assessment with no accommodations	40,943	16%	34,736	14%	32,530	13%				
c. # of children with IEPs in regular assessment with accommodations	94,304	37%	90,860	37%	94,086	38%				
d. # of children with IEPs in alternate assessment against grade level standards	0	0%	0	0%	0	0%				
e. # of children with IEPs in alternate assessment against modified achievement standards	96,851	38%	97,562	40%	94,046	38%				
f. # of children with IEPs in alternate assessment against alternate achievement standards	19,052	7%	21,205	9%	22,957	9%				
g. # of children with IEPs who took an out of level test	0	0%	0	0%	0	0%				
Participants, Grades 3-8, 10	251,150	99%	244,363	99%	243,619	99%				
Non-participants	2,949	1%	2,402	1%	2,081	1%				

Source: Adequate Yearly Progress Dataset used for accountability reporting under Title 1 of the ESEA

Table 3B.2 Statewide Participation Rate, Reading	FFY 2005 2005-06		FFY 2006 2006-07		FFY 2007 2007-08	
	#	%	#	%	#	%
a. # of children with IEPs in grades 3-8, 10	290,932	---	282,704	---	266,712	---
b. # of children with IEPs in regular assessment with no accommodations	89,211	31%	77,675	27%	51,873	20%
c. # of children with IEPs in regular assessment with accommodations	2,407	1%	14,668	5%	112,891	43%
d. # of children with IEPs in alternate assessment against grade level standards	55,194	19%	84,749	30%	0	0%
e. # of children with IEPs in alternate assessment against modified achievement standards	NA	NA	NA	NA	82,173	31%
f. # of children with IEPs in alternate assessment against alternate achievement standards	141,305	49%	89,799	32%	16,420	6%
g. # of children with IEPs who took an out of level test	NA	NA	10,666	4%	0	0%
Participants, Grades 3-8, 10	288,117	99%	277,557	98%	263,357	99%
Non-participants	2,815	1%	5,147	2%	3,355	1%

Source: Adequate Yearly Progress Dataset used for accountability reporting under Title 1 of the ESEA

Actual Target Data for FFY 2010:

Table 3C.2 Statewide Proficiency Rate, Math	FFY 2008 2008-09		FFY 2009 2009-10		FFY 2010 2010-11		FFY 2011 2011-12		FFY 2012 2012-13	
	#	%	#	%	#	%	#	%	#	%
a. # of children with IEPs in grades assessed	250,309	--	244,181	--	243,301	--	To be reported February 2013		To be reported February 2014	
b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations	27,562	17%	25,597	15%	24,682	14%				
c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations	42,145	26%	45,886	27%	48,096	28%				
d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards	0	0%	0	0%	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	73,677	46%	80,181	47%	79,079	45%				
f. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards	16,235	10%	19,870	12%	22,208	13%				
Total Proficient	159,619	64%	171,534	70%	174,065	71%				

Source: Adequate Yearly Progress Dataset used for accountability reporting under Title 1 of the ESEA

Table 3C.1

Statewide Proficiency Rate, Math

	FFY 2005 2005-06		FFY 2006 2006-07		FFY 2007 2007-08	
	#	%	#	%	#	%
a. # of children with IEPs in grades assessed	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	53,933	20%	39,373	14%	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	15,569	6%	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	52,615	20%	80,303	29%	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	43,385	33%
f. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards	65,721	25%	55,631	20%	14,245	11%
Total Proficient	172,269	65%	190,876	69%	130,012	50%

Source: Adequate Yearly Progress Dataset used for accountability reporting under Title 1 of the ESEA

Actual Target Data for FFY 2010:

Table 3C.2 Statewide Proficiency Rate, Reading	FFY 2008 2008-09		FFY 2009 2009-10		FFY 2010 2010-11		FFY 2011 2011-12		FFY 2012 2012-13	
	#	%	#	%	#	%	#	%	#	%
a. # of children with IEPs in grades assessed	251,210	---	244,278	---	243,541	---	To be reported February 2013		To be reported February 2014	
b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations	34,123	19%	29,365	16%	27,280	15%				
c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations	52,900	29%	53,206	28%	53,776	29%				
d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards	0	0%	0	0%	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	81,268	44%	84,775	45%	82,949	44%				
f. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards	15,599	8%	19,656	11%	22,125	12%				
Total Proficient	183,890	73%	187,002	77%	186,130	76%				

Source: Adequate Yearly Progress Dataset used for accountability reporting under Title 1 of the ESEA

Table 3C.2 Statewide Proficiency Rate, Reading	FFY 2005 2005-06		FFY 2006 2006-07		FFY 2007 2007-08	
	#	%	#	%	#	%
a. # of children with IEPs in grades assessed	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	58,860	22%	53,200	19%	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	9,664	3%	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	47,313	18%	74,889	27%	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	51,402	32%
f. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards	67,414	26%	58,762	21%	14,262	9%
Total Proficient	173,587	66%	196,515	71%	162,183	62%

Source: Adequate Yearly Progress Dataset used for accountability reporting under Title 1 of the ESEA

FFY 2010 Participation Rate by Grade, Math

	a. # of children with IEPs in grades assessed		b. # of children with IEPs in regular assessment with no accommodations		c. # of children with IEPs in regular assessment with accommodations		d. # of children with IEPs in alternate assessment against grade level standards		e. # of children with IEPs in alternate assessment against modified achievement standards		f. # of children with IEPs in alternate assessment against alternate achievement standards	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
3	34,229	14%	7,602	26%	11,485	12%	NA	NA	11,246	12%	3,896	17%
4	36,686	15%	5,940	20%	13,390	14%	NA	NA	13,578	14%	3,778	16%
5	37,287	15%	4,435	15%	13,920	15%	NA	NA	15,482	16%	3,450	15%
6	34,749	14%	3,209	11%	13,638	15%	NA	NA	14,660	15%	3,242	14%
7	34,559	14%	2,781	9%	14,258	15%	NA	NA	14,510	15%	3,010	13%
8	34,643	14%	2,645	9%	13,745	15%	NA	NA	15,191	16%	3,062	13%
10	31,148	13%	2,836	10%	13,055	14%	NA	NA	12,734	13%	2,523	11%
Total	243,301	100%	29,448	100%	93,491	100%	NA	NA	97,401	100%	22,961	100%

Source: Adequate Yearly Progress Dataset used for accountability reporting under Title 1 of the ESEA

FFY 2010 Participation Rate by Grade, Reading

	a. # of children with IEPs in grades assessed		b. # of children with IEPs in regular assessment with no accommodations		c. # of children with IEPs in regular assessment with accommodations		d. # of children with IEPs in alternate assessment against grade level standards		e. # of children with IEPs in alternate assessment against modified achievement standards		f. # of children with IEPs in alternate assessment against alternate achievement standards	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
3	34,198	14%	7,684	24%	10,219	11%	NA	NA	12,403	13%	3,892	17%
4	36,630	15%	6,127	19%	12,546	13%	NA	NA	14,179	15%	3,778	16%
5	37,252	15%	4,715	14%	13,396	14%	NA	NA	15,691	17%	3,450	15%
6	34,726	14%	3,496	11%	13,765	15%	NA	NA	14,223	15%	3,242	14%
7	34,554	14%	3,102	10%	14,589	16%	NA	NA	13,853	15%	3,010	13%
8	34,580	14%	3,339	10%	14,685	16%	NA	NA	13,494	14%	3,062	13%
10	31,679	13%	4,067	13%	14,886	16%	NA	NA	10,203	11%	2,523	11%
Total	243,619	100%	32,530	100%	94,086	100%	NA	NA	94,046	100%	22,957	100%

Source: Adequate Yearly Progress Dataset used for accountability reporting under Title 1 of the ESEA

FFY 2010 Proficiency Rate by Grade, Math

	a. # of children with IEPs in grades assessed		b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations		c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations		d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards		e. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against modified achievement standards		f. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
3	34,229	14%	6,566	27%	6,754	14%	NA	NA	9,533	12%	3,772	17%
4	36,686	15%	5,244	21%	8,103	17%	NA	NA	11,797	15%	3,663	16%
5	37,287	15%	4,109	17%	10,243	21%	NA	NA	14,159	18%	3,326	15%
6	34,749	14%	2,630	11%	6,105	13%	NA	NA	10,783	14%	3,150	14%
7	34,559	14%	2,171	9%	5,964	12%	NA	NA	11,276	14%	2,910	13%
8	34,643	14%	2,226	9%	7,988	17%	NA	NA	12,573	16%	2,933	13%
10	31,148	13%	1,736	7%	2,939	6%	NA	NA	8,958	11%	2,454	11%
Total	243,301	100%	24,682	100%	48,096	100%	NA	NA	79,079	100%	22,208	100%

Source: Adequate Yearly Progress Dataset used for accountability reporting under Title 1 of the ESEA

FFY 2010 Proficiency Rate by Grade, Reading

	a. # of children with IEPs in grades assessed		b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations		c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations		d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards		e. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against modified achievement standards		f. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
3	34,186	14%	6,547	24%	6,517	12%	NA	NA	11,280	14%	3,759	17%
4	36,617	15%	5,042	18%	7,001	13%	NA	NA	12,378	15%	3,633	16%
5	37,240	15%	4,268	16%	9,747	18%	NA	NA	15,124	18%	3,320	15%
6	34,717	14%	2,777	10%	6,124	11%	NA	NA	11,896	14%	3,148	14%
7	34,539	14%	2,509	9%	7,112	13%	NA	NA	11,486	14%	2,902	13%
8	34,567	14%	3,066	11%	10,070	19%	NA	NA	12,460	15%	2,924	13%
10	31,675	13%	3,071	11%	7,205	13%	NA	NA	8,325	10%	2,439	11%
Total	243,541	100%	27,280	100%	53,776	100%	NA	NA	82,949	100%	22,125	100%

Source: Adequate Yearly Progress Dataset used for accountability reporting under Title 1 of the ESEA

Instrument Crosswalk for Table 3B.1&2

Reporting Category	2004-05, 2005-06, 2006-07	2007-08 to Present
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	<i>SDAA II off grade level and LDAA, 2004-05 and 2005-06; LDAA 2006-07</i>	TAKS-Alt
g. # of children with IEPs who took an out of level test	<i>SDAA II off grade level, 2006-07</i>	NA

Instrument Crosswalk for Table 3C.1&2

Reporting Category	2004-05, 2005-06, 2006-07	2007-08 to Present
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

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

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 reported 125 districts out of 425 districts met AYP Objectives (29%). This continuing decrease in districts not meeting AYP objectives is not surprising considering that AYP performance targets increased in 2010 and 2011. Also, the use of the Texas Performance Measure (TPM) and the TAKS-Alternate growth measure were discontinued in 2011. This same trend holds true in overall state AYP data; the number of districts that missed AYP in 2011 grew by more than 140% compared to 2010 (250 to 603). Of those districts missing AYP, 21% missed solely due to the 1% and/or 2% federal caps on special education passers

3B. The State exceeded the 95% target for students participating on math assessments (99%) and on reading assessments (99%). The number of non-participants continues to decrease. 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 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://www.tea.state.tx.us/ayp/index.html>.

3C. The State did not meet the 75% target for student proficiency rates on math assessments (71%) nor the 80% target for student proficiency rates on reading assessments (76%).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

I. Targets

State will not revise the targets associated with Adequate Yearly Progress for FFY 2011:

- 3A = Meet AYP Objectives = 100%
- 3B = Participation Rates, Math and Reading = 95%
- 3C = Proficiency Rates, Math (83%) and Reading (87%)

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).

Improvement activities for this indicator will be ongoing through the 2012-2013 school year.

Part B State Annual Performance Report (APR) for 2010

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

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

Measurement:

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

<p>The State's definition of significant discrepancy is any district exceeding the state established critical value of 8.6 in 2009-2010.</p>

Minimum "n" Size Requirements

<p>Districts must have at least 30 students receiving special education services and there must be at least 100 enrolled students in the district. An additional restriction is that there must be at least 5 students receiving special education services who also received a discipline action that resulted in at least 10 days removed from the regular classroom.</p>

<p>824 districts were excluded from the analysis based on the state established minimum "n" size requirements.</p>

<p>A detailed description of the updated methodology used for Indicator 4A can be found on the TEA website under "Discipline and School Removals" at http://www.tea.state.tx.us/special.ed/.</p>

FFY	Measurable and Rigorous Target
2010	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%.

Identification and Notification of Districts in FFY 2010

In April 2010, the TEA, using the methodology referenced previously, identified twelve districts that met State-defined criteria for having a significant discrepancy in the rates of suspension and expulsion of students with disabilities for Indicator 4A.

The twelve identified districts were required to review policies, procedures, and practices related 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.

Upon the completion of this self assessment of policies and procedures, districts were required to submit an 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.

All twelve districts submitted assurance statements reflecting compliance with policies, procedures, and practices.

**Actual Target Data for FFY 2010:
Indicator 4A: Suspensions/Expulsions, Students with Disabilities**

	FFY 2006 2005-06	FFY 2007 2006-07	FFY 2008 2007-08	FFY 2009 2008-09	FFY 2010 2009-10	FFY 2011 2010-11	FFY 2012 2011-12
a. # of districts with significant discrepancy	8	2	13	6	12	To be reported February 2013	To be reported February 2014
b. Total districts	1,242	1,237	1,230	1,247	1,256		
c. # of districts that reported noncompliance related to the review of policies, procedures, and practices	0	0	0	0	0		
Calculation: $a / b * 100$	0.6%	0.1%	1.1%	0.5%	1%		

Source: Public Education Information Management System (PEIMS) Datasets

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

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).

II. Explanation of Progress or Slippage

In FFY 2010, twelve districts were identified as having a significant discrepancy, an increase from six districts identified from FFY 2009. The State did not meet the 0% target.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

I. Targets

No revision to the 0% target for FFY 2011.

II. Improvement Activities / Timelines / Resources

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

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

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

Improvement activities for this indicator will be ongoing through the 2012-2013 school year.

Part B State Annual Performance Report (APR) for 2010

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion

- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

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

Measurement:

<p>Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.</p>

<p>The State's definition of significant discrepancy is any district exceeding the state established critical value of 11.7 in 2009-2010.</p>

Minimum “n” Size Requirement

<p>Districts must have at least 30 students receiving special education services and there must be at least 100 enrolled students in the district. An additional restriction is that there must be at least 5 students receiving special education services who also received a discipline action that resulted in at least 10 days removed from the regular classroom.</p>

<p>824 districts were excluded from the analysis based on the state established minimum “n” size requirement.</p>

<p>A detailed description of the updated methodology used for Indicator 4B can be found on the TEA website under “Discipline and School Removals” at http://www.tea.state.tx.us/special.ed/.</p>

FFY	Measurable and Rigorous Target
2010	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%.

Identification and Notification of Districts in FFY 2010

In January 2012, the TEA, using the methodology referenced previously, identified sixteen districts that met State-defined criteria for having a significant discrepancy in the rates of suspension and expulsion of students with disabilities for Indicator 4B.

	FFY 201 2009-10
Number of Districts Identified	16

The sixteen identified districts will be required to review policies, procedures, and practices related 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.

Upon the completion of this self assessment of policies and procedures, districts will be required to submit an 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.

The status of these sixteen districts will be reported in the FFY 2011 APR due February 1, 2013.

Actual Target Data for FFY 2010:
Indicator 4B: Suspensions/Expulsions, Students with Disabilities

	FFY 2009	FFY 2010	FFY 2011	FFY 2012
	2008-09	2009-10	2010-11	2011-12
a. # of districts with significant discrepancy	6	16	To be reported February 2013	To be reported February 2014
b. Total districts	1,247	1,256		
c. # of districts that reported noncompliance related to the review of policies, procedures, and practices	0	TBD		
Calculation: $a / b * 100$	0%	TBD		

Source: Public Education Information Management System (PEIMS) Datasets

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

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).

II. Explanation of Progress or Slippage

In FFY 2010, 16 districts were identified as having a significant discrepancy, an increase from six districts identified from FFY 2009. This increase may be attributed to a change in the methodology. The methodology was revised after receiving additional guidance on identifying districts for Indicator 4B from the Office of Special Education Programs. The State will report on the status of the sixteen districts concerning the review of policies, procedures, and practices related to the discipline of students with disabilities in the FFY 2011 APR due February 2013.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

I. Targets

No revision to the 0% target for FFY 2011.

II. Improvement Activities / Timelines / Resources

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

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

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

Improvement activities for this indicator will be ongoing through the 2012-2013 school year.

Part B State Annual Performance Report (APR) for 2010

Monitoring Priority: FAPE in the LRE

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

- 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:

- A. Percent = [(# of children with IEPs served 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 served 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
2010	<p>Indicator 5A 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 68%.</p> <p>Indicator 5B 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 10%.</p> <p>Indicator 5C 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%.</p>

Actual Target Data for FFY 2010:

Educational Environments, ages 6-21	FFY 2008 2008-09		FFY 2009 2009-10		FFY 2010 2010-11		FFY 2011 2011-12		FFY 2012 2012-13	
	#	%	#	%	#	%	#	%	#	%
A. Inside the regular class 80% or more of the day	276,156	67%	270,621	67%	268,385	67%	To be reported February 2013		To be reported February 2014	
B. Inside the regular class less than 40% of the day	50,434	12%	50,476	13%	51,181	13%				
C. In separate schools, residential facilities, or homebound/hospital placements	4,909	1%	4,955	1%	4,836 [5,989]*	1%				
D. Inside the regular class no more than 79% of day but no less than 40% of day	81,394	20%	76,213	19%	74,970	19%				
Total Students, Ages 6-21	412,893	100%	402,265	100%	400,525	100%				

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

* In an effort to have the column balance/total to match the Sec. 618 Data Collection, the Row C cell for FFY 2010-11 includes two additional setting totals. The 4,836 matches what Row C requires to be submitted. The [5,989] includes the 4,836, plus two additional settings (557 Correctional Facilities + 596 Parentally Placed in Private Schools) required in the Sec. 618 Data Collection. The additional data allows the column to total/match the Sec. 618 Data Collection total for students with disabilities, ages 6-21.

Educational Environments, ages 6-21	FFY 2005 2005-06		FFY 2006 2006-07		FFY 2007 2007-08	
	#	%	#	%	#	%
A. Inside the regular class 80% or more of the day	261,545	56%	266,881	59%	279,425	64%
B. Inside the regular class less than 40% of the day	58,920	13%	55,911	12%	51,778	12%
C. In separate schools, residential facilities, or homebound/hospital placements	5,937	1%	5,528	1%	5,213	1%
D. Inside the regular class no more than 79% of day but no less than 40% of day	140,767	30%	124,790	28%	97,094	22%
Total Students, Ages 6-21	467,169	100%	453,110	100%	435,221	100%

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://www.tea.state.tx.us/index4_wide.aspx?id=7739&menu_id=645&menu_id2=789

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

I. Improvement Activities Completed

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

II. Explanation of Progress or Slippage

5A. The State did not meet the 68% or higher target (67%).

5B. The State did not meet the 10% or lower target (13%).

5C. The State met the 1% or lower target (1%).

Although the percentage of students with disabilities in the least restrictive environment (5A) has remained static for the past three years at 67%, this past year's 5A data reflects a decrease in the number of students (2,236). Data for Indicator 5B mirrored the data for 5B with the percentage remaining at 13%; however, there was an increase in the number of students (705). Data for Indicator 5C remained static at 1%; however, there was an increase in the number of students (1,034).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

I. Targets

No revisions to the targets for FFY 2011:

- 5A = 68% or higher
- 5B = 10% or lower
- 5C = 1% or lower

II. Improvement Activities /Timelines and Resources

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

Improvement activities for this indicator will be ongoing through the 2012-2013 school year.

Part B State Annual Performance Report (APR) for 2010

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

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

Measurement:

- 6A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.
- 6B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2010	States are not required to report on Indicator 6 in the FFY 2010 APR.

Overview of Issue/Description of System or Process:

States are not required to report on Indicator 6 in the FFY 2010 APR.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

I. Improvement Activities Completed:

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

II. Explanation of Progress or Slippage

States are not required to report on Indicator 6 in the FFY 2010 APR.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

I. Targets

Baseline data and targets will be reported in the FFY 2011 APR due in February of 2013.

II Improvement Activities / Timelines / Resources

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

Improvement activities for this indicator will be ongoing through the 2012-2013 school year.

Part B State Annual Performance Report (APR) for 2010

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children ages 3 through 5 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:

Outcomes:

- 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.

Progress categories for A, B and C:

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

Summary Statements for Each of the Three Outcomes

(use for FFY 2009 reporting):

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1:

Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 2: Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

FFY	Measurable and Rigorous Target
2010	<p>Indicator 7A</p> <p>Summary Statement 1: Of those children who entered the preschool program below age expectations for Outcome 7A, the percent who substantially increased their rate of growth by the time they exited the program will be 70%.</p> <p>Summary Statement 2: The percent of children who were functioning within age expectations for Outcome 7A by the time they exited the program will be 59%.</p> <p>Indicator 7B</p> <p>Summary Statement 1: Of those children who entered the preschool program below age expectations for Outcome 7B, the percent who substantially increased their rate of growth by the time they exited the program will be 69%.</p> <p>Summary Statement 2: The percent of children who were functioning within age expectations for Outcome 7B by the time they exited the program will be 55%.</p> <p>Indicator 7C</p> <p>Summary Statement 1: Of those children who entered the preschool program below age expectations for Outcome 7C, the percent who substantially increased their rate of growth by the time they exited the program will be 64%.</p> <p>Summary Statement 2: The percent of children who were functioning within age expectations for Outcome 7C by the time they exited the program will be 67%.</p>

Overview of Issue/Description of System or Process:

During the State's continuous examination of the data collection process and a self-evaluation of the online data collection application with the Indicator 7 Data Collection Design Team, the following actions were determined necessary prior to opening the application for 2010-2011 data collection:

Enhancements to the SPP 7 online application were introduced prior to the start of the 2010-2011 data collection to ensure greater data integrity. The application validated a child's age at entry and at exit. In addition, the enhancement verified the child was in the program for at least 6 months prior to exiting. A variety of data reports were created and accessible to ESCs and districts. The reports will allow districts to link other data elements to progress data for complex data analysis. ESCs continued to provide technical assistance and training to districts concerning reporting requirements and the enhancements to the SPP7 online application.

Review of data collected in the SPP 7 online application is continuous. Feedback from internal and external users (including the ECO Center) on the SPP 7 online application is used to develop future enhancements to the data collection system for 2010-2011 and future years.

In addition, the State is one of six states which participated in *Enhance*, "a research project designed to improve the quality of child outcomes data." As part of the project, state data was analyzed to "examine the patterns to explore whether the observed patterns are consistent with the patterns that would be predicted if the Child Outcome Summary Form (COSF) data were of high quality." The State's participation in this project is just one aspect of continuously improving data integrity.

Actual Target Data for FFY 2010:

Summary Statements for the Early Childhood Outcomes

Outcome 7A: Positive social-emotional skills (including social relationships);

Outcome 7B: Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and

Outcome 7C: Use of appropriate behaviors to meet their needs.

	Outcome 7A		Outcome 7B		Outcome 7C	
	#	%	#	%	#	%
a. Percent of preschool children who did not improve functioning	112	1%	110	1%	114	1%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1,833	20%	1,886	20%	1,363	15%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	2,888	31%	3,255	35%	1,925	21%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	4,276	46%	4,548	49%	4,227	45%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	3,205	34%	2,515	27%	4,685	50%
Total (a + b + c + d + e)	12,314		12,314		12,314	

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c + d) / (a + b + c + d)$		79%		80%		81%
Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program. $(d + e) / (a + b + c + d + e)$		61%		57%		72%

**Summary Statements for the Early Childhood Outcomes
FFY 2007 to Present**

Outcome 7A:Positive social-emotional skills (including social relationships);

Outcome 7B:Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and

Outcome 7C:Use of appropriate behaviors to meet their needs.

Early Childhood Outcome 7A	FFY 2007 2007-08	FFY 2008 2008-09	FFY 2009 2009-10	FFY 2010 2010-11	FFY 2011 2011-12	FFY 2012 2012-13
Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	63%	73%	78%	79%	To be reported February 2013	To be reported February 2014
Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program	52%	62%	63%	61%		

Early Childhood Outcome 7B	FFY 2007 2007-08	FFY 2008 2008-09	FFY 2009 2009-10	FFY 2010 2010-11	FFY 2011 2011-12	FFY 2012 2012-13
Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	72%	67%	79%	80%	To be reported February 2013	To be reported February 2014
Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program	58%	52%	59%	57%		

Early Childhood Outcome 7C	FFY 2007 2007-08	FFY 2008 2008-09	FFY 2009 2009-10	FFY 2010 2010-11	FFY 2011 2011-12	FFY 2012 2012-13
Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	45%	73%	80%	81%	To be reported February 2013	To be reported February 2014
Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program	52%	74%	75%	72%		

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

I. Improvement Activities Completed

During 2010-2011, the TEA completed the following activities to improve the early childhood outcomes data reporting system in the state:

Data Collection Improvement	Timeline	Status
<ul style="list-style-type: none"> TEA staff continued collaborating with the Indicator 7 Development Team to develop enhancements of the application and report capabilities. 	July 2010 – June 2011	Completed
<ul style="list-style-type: none"> Web guidance on the data collection process was reviewed to identify any needs for further improvements, updates will occur as needed. 	July 2010 – June 2011	Completed
<ul style="list-style-type: none"> Data Integrity Checklist was developed and accessible online to help district collect and submit valid and reliable data. 	March 2011	Completed
<ul style="list-style-type: none"> TEA staff continued to participate in the Child Outcomes Summary Form Data Community of Practice and the Family Outcomes Survey Community of Practice. 	July 2008 – June 2011	Completed
<ul style="list-style-type: none"> Indicator 7 Support Team, composed of six staff members from the IDEA Coordination division, continued to provide targeted technical assistance with data collection to the 20 ESC Preschool Specialists. 	January 2009 – June 2010	Completed
<ul style="list-style-type: none"> Texas was one of six states participating in the “Enhance Research Project” designed to improve the quality of child outcomes data. 	January 2010 – January 2013	Continuing
<ul style="list-style-type: none"> TEA staff attended the November 9-10, 2010, Preschool Leadership Meeting with NECTAC. 	November 2010	Completed
<ul style="list-style-type: none"> TEA staff attended the March 3-4 2011, Preschool Leadership Meeting in which NECTAC will continue providing information on analysis and interpreting child outcome data. 	March 2011	Completed

Technical Assistance	Timeline	Status
<ul style="list-style-type: none"> TEA staff provided monthly updates via a Texas Education Telecommunications Network (TETN) broadcast to the 20 ESC Special Education Directors. 	July 2010 – June 2011	Completed
<ul style="list-style-type: none"> Web guidance and resources were developed to improve the data integrity and data entry (e.g. more explicit instructions, flowcharts to guide decision making process on how to enter students in the online system, new regional and district reports for use in analyzing data, etc.) 	July 2010 – June 2011	Completed
<ul style="list-style-type: none"> Web guidance continued to be updated as the need arose with alerts to the ESCs of new guidance posting. 		
<ul style="list-style-type: none"> The 20 ESC preschool specialists continued to provide training on Indicator 7 modules 1-5. 	July 2010 – June 2011	Completed
<ul style="list-style-type: none"> Work continued on the alignment of State Pre-K guidelines to COSF. 	July 2010 – June 2011	Completed
<ul style="list-style-type: none"> TEA staff attended the ESC Preschool Leadership Meetings to provide updates on Indicators 6, 7, & 12 and dialogue with the preschool leadership on current issues within the 3-5 year old population. 	November 2010 and March 2011	Completed

Training	Timeline	Status
<ul style="list-style-type: none"> ESC preschool specialist provided a yearly and updated Training Module #5 Early Childhood Counts – State Performance Plan # 7 Data Submission to their districts. 	July 2010 – June 2011	Completed
<ul style="list-style-type: none"> TEA staff provided an interactive training via a TETN broadcast prior to the opening of the data collection system in October 2010. 	October 2010	Completed
<ul style="list-style-type: none"> Training and technical assistance materials were revised and updated to reflect the most recent revisions to the data collection system. 	July 2010 – June 2011	Completed

II. Explanation of Progress or Slippage

In FFY 2010, districts reported progress data on 12,314 Preschool Program for Children with Disabilities (PPCD) who met the State's entry and exit level definitions. This reflected an increase of 3,000 children from the previous reporting year. Progress data is only reported on children who received at least 6 months in the preschool program for children with disabilities (PPCD). The data indicated that an increased number of preschool children entering below age expectation increased their rate of growth in all three outcomes by the time they exited the program.

The state reported increases in performance for Summary Statement 1 for 7A-C, and reported decreases in performances for Summary Statement 2 for 7A-C. The State believes the outcomes reported in FFY 2010 are more reflective of early childhood outcomes as a result of improved training and technical assistance. **Revisions to the targets were discussed at the January 2012 Texas Steering Committee meeting.**

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

I. Targets

Revisions to the targets for FFY 2011 based on current reported data:

- 7A = Summary Statement 1 = 79%; Summary Statement 2 = 61%
- 7B = Summary Statement 1 = 80%; Summary Statement 2 = 57%
- 7C = Summary Statement 1 = 81%; Summary Statement 2 = 72%

II. Improvement Activities / Timelines / Resources

During 2011-2012, the TEA will implement the following activities to improve the early childhood

Data Collection Improvement	Timeline	Status
<ul style="list-style-type: none"> • TEA staff will continue collaborating with the Indicator 7 Development Team to develop enhancements of the application and report capabilities. 	July 2011 – June 2012	Continuing
<ul style="list-style-type: none"> • Web guidance on the data collection process will be reviewed to identify any needs for further improvements, updates will occur as needed. 	July 2011 – June 2012	On-going
<ul style="list-style-type: none"> • Data Integrity Checklist will be developed and accessible online to help district collect and submit valid and reliable data. 	March 2012	New
<ul style="list-style-type: none"> • TEA staff will continue to participate in the Child Outcomes Summary Form Data Community of Practice, the Family Outcomes Survey Community of Practice, and the Integration Learning Community. 	July 2008 – June 2012	Continuing
<ul style="list-style-type: none"> • Indicator 7 Support Team, composed of six staff members from TEA, will continue to provide targeted technical assistance with data collection to the 20 ESC Preschool Specialists. 	January 2009 – August 2012	Continuing
<ul style="list-style-type: none"> • Texas will be one of six states participating in the "Enhance Research Project" designed to improve the quality of child outcomes data. 	January 2010 – January 2013	Continuing
<ul style="list-style-type: none"> • TEA staff will attend the November 7-8, 2011, Preschool Leadership Meeting with SERRC. 	November 2011	Completed
<ul style="list-style-type: none"> • TEA staff will attend the March 6-7 2012, Preschool Leadership Meeting in which NECTAC will continue providing information on 	March 2012	New

analysis and interpreting child outcome data.		
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Technical Assistance	Timeline	Status
<ul style="list-style-type: none"> TEA staff will provide monthly updates via a Texas Education Telecommunications Network (TETN) broadcast to the 20 ESC Special Education Directors. 	July 2011 – June 2012	Continuing
<ul style="list-style-type: none"> Web guidance and resources will be developed to improve the data integrity and data entry (e.g. more explicit instructions, flowcharts to guide decision making process on how to enter students in the online system, new regional and district reports for use in analyzing data, etc.) 	July 2011 – June 2012	Continuing
<ul style="list-style-type: none"> Web guidance will continue to be updated as the need arises with alerts to the ESCs of new guidance posting. 	July 2011 – June 2012	
<ul style="list-style-type: none"> The 20 ESC preschool specialists will continue to provide training on Indicator 7 modules 1-5. 	July 2011 – June 2012	Continuing
<ul style="list-style-type: none"> Continuation of the alignment of State Pre-K guidelines to COSF. 	July 2011 – June 2012	Continuing
<ul style="list-style-type: none"> TEA staff will attend the ESC Preschool Leadership Meetings to provide updates on Indicators 6, 7, & 12 and dialogue with the preschool leadership on current issues within the 3-5 year old population. 	November 2011 and March 2012	Continuing

Training	Timeline	Status
<ul style="list-style-type: none"> Preschool specialist will provide a yearly and updated Training Module #5 Early Childhood Counts – State Performance Plan #7 Data Submission to their districts. 	July 2011 – June 2012	Continuing
<ul style="list-style-type: none"> TEA staff will provide an interactive training via a TETN broadcast prior to the opening of the data collection system in January 2012. 	January 2012	Continuing
<ul style="list-style-type: none"> Training and technical assistance materials will be revised and updated to reflect the most recent revisions to the data collection system. 	July 2011 – June 2012	Continuing

Improvement activities for this indicator will be ongoing through the 2012-2013 school year

Part B State Annual Performance Report (APR) for 2010

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
2010	76% 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:

Parent Survey

Survey purpose. This survey was developed to obtain information regarding parent involvement with their child's school. The survey was directed to parents of students receiving special education services. Information derived from this survey will be included in the six-year Texas State Performance Plan (SPP). Following the Individuals with Disability Education Act (IDEA) of 2004, each state developed a plan to address 20 indicators, one of which is Indicator 8: Parent Participation (percent of parents with a child receiving special education services that report that schools facilitated parent involvement as a means of improving services and results for children with disabilities). Although not required by the SPP, a parallel survey of principals of schools included in the survey was undertaken to obtain strategies used by schools to enhance parent involvement.

Survey development and production. The survey, distributed in fall 2006, spring 2007, and spring 2008, was revised for use in spring 2009, spring 2010, and spring 2011. In September 2005, the Parent Coordination Network reviewed questions from the National Center for Special Education Accountability Monitoring (NCSEAM) Parent Survey and the Statewide Survey of Parents of Students with Disabilities distributed by TEA and Region 9 in 2003. A separate survey development committee was created to develop the SPP survey. Committee members included representatives from TEA, Region 9, Academic Information Management, and from local schools and districts. In addition to the surveys reviewed, committee members also reviewed SPP resources from the Federal Resource Center website (www.dssc.org) and information included in Joyce Epstein's Parent Involvement Survey. Lastly, committee members reviewed finding from the Statewide Survey of Parents of Students with Disabilities Receiving Special Education Services.

A one-page, scannable questionnaire was then developed. The committee selected questions from prior surveys with a focus on parent involvement, in addition to creating new items. The survey's questions focus on the following issues: parent satisfaction, communication between parents and school, parents' understanding of information, services and information provided, school climate, the teacher's role, and parent participation in training. The survey was distributed on scannable forms. Both English and Spanish-language surveys were sent when the child's TEA home language survey indicated that Spanish was spoken in the home. A sample of the parent survey is included in Appendix A.

Sampling. The spring 2011 parent survey included 17,720 parents, from which PTV NuStats received 4,314 returned packages. One-sixth of all Texas districts are sampled each year with every district included at some point during the six-year cycle. However, each district that enrolls 50,000 students or more is included each year.

To select districts and campuses, a sampling matrix that considered geographic area, district size, and student demographics was developed. The sample for the spring 2011 (and samples for annual surveys that will be distributed through 2011–2012) was derived from this matrix. In large districts (those enrolling more than 50,000 students), a further sample of campuses was selected. Selecting campuses within the larger districts facilitated the distribution of surveys so that campuses would not receive only one or two parent surveys. A list of all districts and campuses sampled each year will be maintained to ensure that all districts (and campuses within the larger districts) will be included in the survey during the six-year cycle.

For the spring 2011 survey, 1,751 campuses within 211 districts were included in the final sample of eligible schools. Note that districts with fewer than 10 listed students receiving special education services were not included in the final sample due to privacy concerns. To reduce the burden on school staff members, every participating campus received a maximum of 25 surveys.

Once the districts and campuses were selected, a sample of students was drawn based on data provided by the Texas Education Agency (TEA) from the Public Education Information Management System (PEIMS) database. Students were selected from the 2010–2011 school year to ensure the most recent data for identifying students' campuses. PTV NuStats entered into a confidentiality agreement with TEA to protect the identity of students. Following all analyses, data sets containing personally identifiable data were destroyed and/or overwritten. The final database includes information regarding student grade level, gender, ethnicity, and eligibility (formerly disability) category. Students were then selected according to a sampling framework that considered these variables proportionately from the various campuses/districts. From this process, 17,720 students were selected to be included in the spring sample. To increase the return rates for smaller incidence eligibility categories, over- and under-sampling were used. For example, while students with a learning disability constitute about 40 percent of the state population, they were included at about 35 percent in the sampling framework.

Survey Distribution. Letters, included in Appendix B, were sent to district superintendents and special education directors informing them of the purpose of the survey. Approximately one month after the letters were distributed, surveys were sent bundled by campus to the districts included in the survey. Each package included the surveys and instructions to the campus contact person outlining methods for distributing the surveys. These surveys were to be completed by the parent or guardian of the students listed on the return envelopes. Each campus was asked to distribute the surveys to parents. Campuses were allowed to select their own method—sent home with the student, hand-delivered, or mailed to the student's home. For parents of students where the TEA Home Language Survey indicated that Spanish was spoken, both English and Spanish versions were included. Additional surveys in English and Spanish were made available by request.

Each parent received an envelope with the child's name, a letter of instruction, the survey, and a return (postage-paid) envelope. For questions, phone numbers were provided for Region 9, TEA, and PTV NuStats. Survey assistance was available in both English and Spanish. Parents were asked to return the surveys by the end of May 2011. Surveys received through the end of June 2011 were included in the analyses.

Findings

A total of 4,314 parent surveys were returned (a return rate of 24 percent). Of these, 3,796 English and 518 Spanish-language surveys were returned in time to be included in the quantitative analyses. Roughly 2,500 parents also provided responses to the open-ended questions. Of the 1,751 principal surveys that were distributed, 699 were returned, representing a 40 percent return rate.

A total of 23 questions from the parent survey were divided into five topic-specific categories and examined. Grouping the three types of responses (Always-Never, Yes-No, and Agree-Disagree), Table 1 presents a summary of responses within these categories. For each category, responses were overall positive. The percentages of responses in the least positive category were under 5 percent, with the exception of General School Issues and Information and Understanding. The response patterns for this year's survey were very similar to findings from the previous five years. This consistency argues for both the reliability and validity of findings.

Table 1: Summary by Category

Category	Positive	Neutral	Negative
	Always Agree Yes	Sometimes Neutral	Never Disagree No
General School Issues	67.9%	22.0%	10.3%
Communication Issues	68.3%	27.5%	3.3%
Information and Understanding	78.7%	26.6%	7.4%
Teacher Issues	71.0%	25.1%	2.5%
IEP and ARD	82.9%	12.7%	2.9%

* Note that percentages may not total 100 due to rounding.

Although the respondents generally responded positively to questions regarding their interactions with the school (as seen in the summary ratings in Table 1), there were items for which the ratings were less positive (parental actions are not included for this consideration). Below are selected areas for which 22 percent of the ratings fell into the *Negative* category, as identified in Table 1.

The school provides transition services to help my child reach his or her goals after high school. (This issue was also identified in spring 2008, 2009, and 2010.)

The school provides information on agencies that assist my child in the transition from high school. (This issue was also identified in spring 2007, 2008, 2009, and 2010.)

Special education services have helped my family and I get the services that my child needs outside of school. (This issue was also identified in spring 2007, 2008, 2009, and 2010.)

The school provides me with information about my child's disability. (This issue was also identified in spring 2008, 2009, and 2010.)

The first three of these items center on transition issues and on the information and coordination provided regarding outside agencies and support. The item regarding information about a child's disability likely reflects providing *understandable* and *useful* information.

Generally, within each of the categories in Table 1, findings from respondents in the spring 2010 survey were similar to the spring 2011, but there is a decrease in Negative responses. This year, General School Issues was the lowest-rated area, similar to last year's survey. These low ratings were driven primarily by negative responses to the transition questions noted above.

Overall, parent open-ended responses parallel the responses received in the structured survey. Parents who responded to the survey were overall satisfied with the services received by their child's school. The following is a list of the overall findings from parent responses.

- *Overall satisfaction* – The majority of respondents expressed being satisfied with the special education services provided by schools.
- *More information and training* – Parents noted that they need help understanding their child's disability. They asked for the school to provide more specific and relevant information.
- *Communication improvements* – While overall satisfied, parents noted concern with communication between parents and the special education staff (or communication between the special education setting and the general education setting). Parents want to be kept informed and want to know how to contribute to the academic progress of their children.

Survey Return Rates and Demographics. Table 2 presents demographic information of students whose parents returned surveys. In general, the percentages returned mirror the sample distributions. As noted earlier, deliberate over- and under-sampling were utilized to try and match return percentages to state distributions based on previous surveys. Of the 211 districts included in the original mailing, 205 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 2010.

Table 2 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.

Table 2: Student Demographics*

Categories		Surveys Analyzed n=4,314	Initial Sample n=17,720	State Special Education**
Ethnicity	African American	14.1%	17.1%	17.7%
	Hispanic	44.0%	46.2%	40.0%
	White	37.5%	33.1%	40.8%
	Other	4.5%	3.6%	1.5%
Gender	Male	64.1%	66.1%	66.8%
	Female	35.9%	33.9%	33.2%
Disability	Learning Disability	37.6%	44.7%	50.0%
	Speech	20.0%	17.3%	20.2%
	Other Health Impaired	12.5%	12.5%	10.0%
	Other	29.9%	25.5%	19.8%
Grade Span	Elementary (including PK/Kindergarten)	38.6%	32.4%	39.7%
	Middle (5–8)	32.6%	33.2%	28.0%
	High (9–12)	28.8%	34.4%	32.4%
Economic Disadvantage	Yes	63.3%	57.7%	59.2%
	No	36.7%	42.3%	40.8%

Source: English and Spanish Spring 2011 Parent Involvement Surveys, Initial Sample, ESC 11 Special Education Supplemental Reports

*Note that percentages in this, and other tables, may not total 100 due to rounding.

**The data presented for the state special education population (2004).

Survey Return Rates

A total of 4,314 parent surveys were returned in time to be including the analyses. There were 3,795 English and 519 Spanish-language surveys that were usable (that is, non-blank). The total number is within the desired bounds of +/- 3% 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 24 percent. Of the 4,314 returned surveys, roughly 2,500 parents also answered the open-ended questions. Of these, 2,100 provided feedback in English, and 400 responded in Spanish.

Factors Affecting Whether Parents Receive Survey Packets

- *Mobility.* Mobility is defined as student movement from one district to another during a school year. According to previous TEA Academic Excellence Indicator System (2007 AEIS) reports, roughly 22 percent of Texas students are considered mobile. Mobility data are not available separately for students receiving special education services, but there is no reason to suspect that they would differ dramatically from students in general. The return percentage was slightly lower in 2011 (24 percent) compared to 27 percent in 2010, 26 percent in 2009, and 23 percent in 2008.
- *Not taken home.* As previously noted, although several methods for delivering survey materials to students' parents were suggested, it was likely that many schools sent the surveys home with students. It is quite possible that some survey packets did not make it home or that occasionally the survey was completed by the student instead of the parent.
- *Not distributed by school.* It is possible that some districts or campuses opted not to distribute the survey materials to parents.
- *Leaving school.* For a variety of reasons—graduation, dropout, or withdrawal from home school, among others—some students leave the school system altogether. However, this effect is likely small given the minimal time interval between PEIMS collection and survey distribution.

In summary, PTV NuStats estimates that about 15–20 percent of survey packets were never received from the parents for one or more of the reasons listed above.

Important Factors after Parents Receive Survey Packets

- *Doubt that completing a survey will help their child.* Another reason for non-return of the survey might be parents' skepticism that this survey would have any positive impact for their child.
- *Suspicion.* Other parents may have been suspicious of the intent of the survey. Although reassurances were given that the unique code number would not identify the child or the school for any reason other than for analysis, the unique number may have influenced some parents not to complete the survey.
- *Apathy.* Some parents, unfortunately, did not care to fill out the survey. It is likely that this is a relatively small percentage.
- *Lack of time.* While many parents would like to complete the survey, many feel that they do not have enough time and, given other pressing responsibilities, choose not to complete the survey.
- *Loss, other.* It is likely that a certain percentage of parents lost the questionnaire, forgot about it, or did not complete the survey for some reason other than those listed above.

Actual Target Data for FFY 2010:

The results from questions 2b, 3b, 4a, and 6b from the 2011 Parent Involvement Survey were aggregated and averaged to measure the facilitation of parental involvement. The results are reflected in the following data tables included in this report:

- Question 2b (Table 33)
- Question 3b (Table 10)
- Question 4a (Table 20)
- Question 6b (Table 38)

The following data tables are excerpted from *Survey of Parents of Students Receiving Special Education Services in Texas; Spring Administration, August 2011* on the Education Service Center Region 9 website at http://www.esc9.net/pages/uploaded_files/ESC_Region9_2011_FinalReport_08262011.pdf.

Central to issues surrounding parent involvement is the relationship between the school staff and parents, as shown in Table 10. Overall, over three-quarters (78 percent) of parents believed that they were an equal partner with teachers and other professionals in planning their child's program, which is higher than the proportion from the 2010 survey. However, this year's results have a smaller difference between the English and Spanish-language survey results than in 2010. In keeping with the pattern found in most other responses, the Spanish-language survey takers were more likely to agree that they were an equal partner.

Table 10

'I am considered an equal partner with teachers and other professionals in planning my child's program'

Response	English n=3,675	Spanish n=512	Overall n=4,277
Agree	77.2%	81.3%	77.7%
Neutral	17.9%	15.8%	17.7%
Disagree	4.8%	2.9%	4.6%

Trend Data for Table 10

	FFY 2007 2007-08	FFY 2008 2008-09	FFY 2009 2009-10	FFY 2010 2010-11	FFY 2011 2011-12	FFY 2012 2012-13
A. Number of respondents who agree	1,874	3,483	3,590	3,302	To be reported in Feb. 2013	To be reported in Feb. 2014
B. Number of respondents	2,658	4,688	4,878	4,277		
(A / B * 100)	70.5%	74.3%	73.6%	77.7%		

Table 20 presents the distribution of responses on the extent to which the school communicated regularly with the parent regarding their child's IEP progress and other important issues. As shown in the table, the responses to this question were fairly positive, with over three-quarters of parents (78 percent) reporting *always*. As seen in most of the other questions, the responses from the Spanish-language surveys were more positive, with 90 percent responding *always*. Overall, one-fifth of parents reported that the communication from the school occurred *sometimes*, while three percent reported *never*. As with the surveys conducted in the previous four years, almost one-quarter of the parents surveyed noted that the school communicated *sometimes* or *never*, suggesting that communication is an area that continually needs improvement.

Table 20

'The school communicates regularly with me regarding my child's IEP progress and other important issues'

Response	English n=3,763	Spanish n=512	Overall n=4,275
Always	75.8%	89.8%	77.5%
Sometimes	21.0%	9.4%	19.6%
Never	3.2%	0.8%	2.9%

Trend Data for Table 20

	FFY 2007 2007-08	FFY 2008 2008-09	FFY 2009 2009-10	FFY 2010 2010-11	FFY 2011 2011-12	FFY 2012 2012-13
A. Number of respondents who agree	1,938	3,598	3,752	3,313	To be reported in Feb. 2013	To be reported in Feb. 2014
B. Number of respondents	2,658	4,741	4,937	4,275		
(A / B * 100)	72.9%	75.9%	76.0%	77.5%		

Table 33 pertains to a teacher's attitude and caring for a child and not necessarily to the teacher's skills in instruction. Overall, parents were more positive about the teacher's willingness to discuss their child's needs than the teacher's understanding of those needs. In reference to the results in the 2011 survey, two-thirds (66.3 percent) of the parents reported that the teachers *always* understood their child's needs which is consistent with the percentages reported since FFY 2008.

Table 33
'Teachers understand my child's needs'

Response	English n=3,751	Spanish n=497	Overall n=4,248
Always	64.9%	76.9%	66.3%
Sometimes	33.4%	22.5%	32.2%
Never	1.7%	0.6%	1.5%

Trend Data for Table 33

	FFY 2007 2007-08	FFY 2008 2008-09	FFY 2009 2009-10	FFY 2010 2010-11	FFY 2011 2011-12	FFY 2012 2012-13
A. Number of respondents who agree	1,698	3,092	3,221	2,816	To be reported in Feb. 2013	To be reported in Feb. 2014
B. Number of respondents	2,658	4,713	4,880	4,248		
(A / B * 100)	63.9%	65.6%	66.0 %	66.3%		

Table 38 presents the distribution of responses on the extent to which the concerns and recommendations of parents were considered by the ARD committee in the development of their child's IEP. Overall, more than four out of five parents (84 percent) reported that their concerns and recommendations were *always* considered by the ARD committee, and only two percent reported they were *never* considered. As with the previous question, the parents who completed the English-language survey were more positive than those who completed the survey in Spanish, although the difference was much smaller for this question.

Table 38
 'My concerns and recommendations are considered by the ARD committee in the development of my child's IEP'

Response	English n=4,299	Spanish n=616	Overall n=4,915
Always	84.3%	84.7%	84.4%
Sometimes	14.1%	12.7%	13.9%
Never	1.6%	2.6%	1.7%

Trend Data for Table 38

	FFY 2007 2007-08	FFY 2008 2008-09	FFY 2009 2009-10	FFY 2010 2010-11	FFY 2011 2011-12	FFY 2012 2012-13
A. Number of respondents who agree	2,187	3,010	4,070	4,168	To be reported in Feb. 2013	To be reported in Feb. 2014
B. Number of respondents	2,658	4,716	4,915	4,915		
(A / B * 100)	82.3%	82.9%	82.8%	84.8%		

Survey Results: Items with Response in Positive Category

	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY 2012
Survey Item	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
I am considered an equal partner	70%	70%	71%	74%	74%	78%	To be reported February 2013	To be reported February 2014
School communicates regularly regarding IEP	70%	69%	73%	76%	76%	78%		
Teachers understand my child's needs	61%	59%	64%	66%	66%	66%		
Concerns and recommendation are considered	80%	79%	82%	83%	83%	84%		
Average	70%	69%	73%	75%	75%	77%		

Source: Parent Survey Results

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

I. Improvement Activities Completed:

The improvement activities related to parent involvement completed in FFY 2010 are interrelated to several other indicators in the Annual Performance Report. Specific improvement activities related to parent involvement can be found in Indicator 1 (Graduation).

II. Explanation of Progress or Slippage

The State reported 77% parent participation which exceeded the 76% target. The survey questions focused on the following issues: parent satisfaction, communication between parents and school, parent's understating of information, services and information provided, school climate, teacher role, and parent participation in training.

In general, with few exceptions, the responses were overall positive. The response patterns for this year's survey were very similar to previous findings. This consistency argues for both the reliability and validity of findings.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

I. Targets

No revision to the 76% target for FFY 2011.

II. Improvement Activities / Timelines / Resources

The improvement activities related to parent involvement planned for FFY 2011 are interrelated to several other indicators in the Annual Performance Report. Specific improvement activities related to parent involvement can be found in Indicator 1 (Graduation).

Improvement activities for this indicator will be ongoing through the 2012-2013 school year.

Part B State Annual Performance Report (APR) for 2010

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.

The State's definition of disproportionate representation is any district exceeding the state established critical value of 26.5%.

Minimum “n” Size Requirement

In order to ensure that the findings are valid and reliable as possible, each student ethnic/racial group (all students, not just special education) must number at least 30 students and represent at least 10 percent of the overall population.

86 districts were excluded from the analysis based on the state established minimum “n” size requirement.

A detailed description of the updated methodology used for Indicator 9 can be found on the TEA website under “Disproportionate Representation and Significant Disproportionality” at http://www.tea.state.tx.us/special.ed/ .

FFY	Measurable and Rigorous Target
2010	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Identification and Notification of Districts

In January 2012, the TEA, using the methodology referenced previously, identified seven districts that met State defined criteria for disproportionate representation.

The identified districts will be 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.

The status of the seven districts will be reported in the FFY 2011 APR due February 1, 2013.

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

Actual Target Data for FFY 2010:

	FFY 2007 2007-08	FFY 2008 2008-09	FFY 2009 2009-10	FFY 2010 2010-11	FFY 2011 2011-12	FFY 2012 2012-13
a. # of districts with disproportionate representation	100	14*	7	7*	To be reported February 2013	To be reported February 2014
b. # of districts with disproportionate representation that is the result of inappropriate identification	0	0	0	TBD		
c. Total # of districts in the state	1,230	1,247	1,256	1,256		
d. % of districts with disproportionate representation that is the result of inappropriate identification Calculation: $d. = (b. / c.) * 100$	0%	0%	0%	TBD		

*State revised its methodology for identifying districts

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

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).

II. Explanation of Progress or Slippage

In FFY 2010, seven districts were identified as having disproportionate representation, no change in number from the districts identified in FFY 2009. The methodology was revised after receiving additional guidance on identifying districts for Indicator 9 from the Office of Special Education Programs. The State will report on the status of the seven districts concerning the review of policies, procedures, and practices related to the identification of students with disabilities in the FFY 2011 APR due February 2013.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

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 2010 and 2011 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. A complete listing of the activities the State participated in and the resulting action from its participation can be found in the "Overview" section of the APR.

Improvement activities for this indicator will be ongoing through the 2012-2013 school year.

Part B State Annual Performance Report (APR) for 2010

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.

The State's definition of disproportionate representation is any district exceeding the state established critical values below:

OHI	ID	ED	LD	SI	AU
30.8%	20.3%	36.0%	81.8%	33.9%	25.4%

OHI = Other Health Impaired; ID = Intellectual Disability; ED = Emotional Disturbance
LD = Learning Disability; SI = Speech Impairment; AU = Autism

Minimum "n" Size Requirements

In order to ensure that the findings are valid and reliable as possible, each ethnic/racial group must represent at least 10 percent of the general population and number at least 30 students; there must be at least 30 students served by special education within each ethnic/racial group; and there must be at least 10 ethnic/racial group students within an eligibility category to be included in the analysis.

824 districts were excluded from the analysis based on the state established minimum "n" size requirement.

A detailed description of the updated methodology used for Indicator 10 can be found on the TEA website under "Disproportionate Representation and Significant Disproportionality" at <http://www.tea.state.tx.us/special.ed/>.

FFY	Measurable and Rigorous Target
2010	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Identification and Notification of Districts

In January 2012, the TEA, using the methodology referenced previously, identified seven districts that met State defined criteria for disproportionate representation.

The identified districts will be 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.

The status of the twenty districts will be reported in the FFY 2011 APR due February 1, 2013.

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

Actual Target Data for FFY 2010:

	FFY 2007 2007-08	FFY 2008 2008-09	FFY 2009 2009-10	FFY 2010 2010-11	FFY 2011 2011-12	FFY 2012 2012-13
a. # of districts with disproportionate representation	138	5*	11	20*	To be reported February 2013	To be reported February 2014
b. # of districts with disproportionate representation that is the result of inappropriate identification	0	0	0	TBD		
c. Total # of districts in the state	1,230	1,247	1,256	1,256		
d. % of districts with disproportionate representation that is the result of inappropriate identification Calculation: d. = (b. / c.) * 100	0%	0%	0%	TBD		

*State revised its methodology for identifying districts

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

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).

II. Explanation of Progress or Slippage

In FFY 2010, 20 districts were identified as having disproportionate representation, an increase in number from the districts identified in FFY 2009. The increase could be attributed to a change in methodology. The methodology was revised after receiving additional guidance on identifying districts for Indicator 10 from the Office of Special Education Programs. The State will report on the status of the twenty districts concerning the review of policies, procedures, and practices related to the identification of students with disabilities in the FFY 2011 APR due February 2013.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

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 2010 and 2011 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. A complete listing of the activities the State participated in and the resulting action from its participation can be found in the "Overview" section of the APR.

Improvement activities for this indicator will be ongoing through the 2012-2013 school year.

Part B State Annual Performance Report (APR) for 2010

Monitoring Priority: FAPE in the LRE

Indicator 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.

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

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # of children whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in a. but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

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

FFY	Measurable and Rigorous Target
2010	100% of children with parental consent to evaluate, are evaluated and eligibility determined within the State established timeline of 90 days.

Overview of Issue/Description of System or Process:

Data Collection Activities

The Texas Education Agency (TEA) has developed a secure, online application for the collection of data related to Indicator 11. During the FFY 2010, 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 and to ensure integrity (for example, certain counts could not exceed the totals entered). Technical assistance and associated documents increased the accuracy of the data for Indicator 11. Additional information about the data collection process for Indicator 11 (instructions, collection instrument, etc.) can be found on the TEA website at: <http://www.tea.state.tx.us/special.ed/>.

Actual Target Data for FFY 2010:

	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY 2012
Statewide Percentage of Timely Initial Evaluation	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
a. # of children for whom parental consent to evaluate was received	61,064	61,745	72,949	76,721	To be reported February 2013	To be reported February 2014
b. # determined not eligible whose evaluations and eligibility determinations were completed within 90 days (State established timeline)	12,233	12,219	14,469	15,935		
c. # determined eligible whose evaluations and eligibility determinations were completed within 90 days (State established timeline)	42,232	45,939	55,410	58,878		
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 90 days (State established timeline) Calculation = ((b. + c.) / a) * 100	89%	94%	96%	98%		

Source: SPP11 Data Collection Application

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.

	FFY 2007 2007-08		FFY 2008 2008-09		FFY 2009 2009-10		FFY 2010 2010-11		FFY 2011 2011-12		FFY 2012 2012-13	
	#	%	#	%	#	%	#	%	#	%	#	%
(1) Range of Days												
1-30 days over	3,769	57%	2,488	69%	2,182	71%	1,143	60%	To be reported February 2013		To be reported February 2014	
31 days or more over timeline	2,830	43%	1,099	31%	888	29%	765	40%				
Total Over Timeline	6,599	100%	3,587	100%	3,070	100%	1,908	100%				

Source: SPP11 Data Collection Application

	FFY 2007 2007-08		FFY 2008 2008-09		FFY 2009 2009-10		FFY 2010 2010-11		FFY 2011 2011-12		FFY 2012 2012-13	
	#	%	#	%	#	%	#	%	#	%	#	%
(2) Reported reasons for the delay include:	47	5%	39	6%	32	7%	14	4%	To be reported February 2013		To be reported February 2014	
Extended illness of students	153	16%	105	16%	66	14%	49	15%				
Initial testing results indicated need for additional testing that was not identified during through evaluation planning	80	8%	34	5%	23	5%	12	4%				
Student moved or withdrawn after referral, but before eligibility determination	385	40%	279	41%	192	40%	143	44%				
Scheduling issues	300	31%	218	32%	163	34%	109	33%				
Other	965	100%	674	100%	476	100%	327	100%				

Source: SPP11 Data Collection Application

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

I. Improvement Activities Completed

During 2010-2011, the TEA implemented the following activities to improve the data reporting system and timely, initial evaluations in the state:

Noncompliance Follow Up	Timeline	Status
<ul style="list-style-type: none"> TEA staff reviewed and analyzed data to determine state barriers to meeting target and a course of action. 	July 2010 – June 2011	Completed
<ul style="list-style-type: none"> The TEA notified districts regarding their compliance status and required action plan. 	November 2010	
<ul style="list-style-type: none"> The Education Service Centers (ESC) continued to provide intensive targeted assistance to districts with noncompliance. 	July 2010 – June 2011	

Technical Assistance	Timeline	Status
<ul style="list-style-type: none"> The Education Service Center (ESC) Region 12 provided leadership and training regarding compliance issues associated with this indicator via the 20 ESC network and their website. The TEA provided frequent updates concerning this indicator via TETN broadcast to the 20 ESC Special Education Contacts. The TEA reviewed and improved the data reports accessed by state, regional and district personnel to assist with the correction of non compliance and to guide policy decisions. The TEA reviewed and updated the guidance used by the ESCs to analyze their regional data in order to provide technical assistance to their districts. Data Integrity Checklist was enhanced and made available online to help district collect and submit valid and reliable data. The State provided guidance and enhanced technical assistance documents on the data collection system to assist districts in collecting and reporting accurate data. The TEA facilitated stakeholder meetings to review state guidance on data collection to ensure clarity and accuracy. 	July 2010 – June 2011	Completed
	March 2011	Completed

Training	Timeline	Status
<ul style="list-style-type: none"> ESCs continued to train and provide technical assistance to district personnel on the data collection system and provide guidance on timely, initial evaluations. 	July 2010 – June 2011	Completed
<ul style="list-style-type: none"> Region 12 online training module was posted online to provide accessible technical assistance to rural districts. 	February 2011	Completed
<ul style="list-style-type: none"> The TEA provided training concerning this indicator via TETN broadcast to the 20 ESC Special Education Contacts. 	January 2011	Completed

II. Explanation of Progress or Slippage

During FFY 2010, districts received parental consent for 76,721 initial evaluations. 98% of those students were evaluated and eligibility determined within 90 days (State established timeline). Though the State did not meet the 100% compliance target, the data reflects a 9% increase from the baseline data collected during FFY 2007 and a 2% increase from the data reported in FFY 2009.

The increase can be attributed to multiple actions taken by the State:

- Guidance and resources were developed to improve the data entry (e.g. more explicit instructions, flowcharts to guide decision making process on how to enter students in the online system, new regional and district reports for use in analyzing data, etc.)
- Targeted technical assistance was provided by the Education Service Centers (ESC) to noncompliant districts.
- Direct technical assistance provided by the indicator 11 Support team and ESC was easily and readily available from 7:00-5:00 daily.
- Reports were developed and accessible for district use to analyze their trend data, compliance issues, and data validation.
- Refined guidance, awareness, and ongoing technical assistance increased the number of initial evaluations reported.

Correction of FFY 2009 Findings of Noncompliance (if State reported less than 100% compliance in its FFY 2009 APR):

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	198
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the local educational agency (LEA) of the finding)	123
3. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	75

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	75
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2009 findings not verified as corrected [(4) minus (5)]	75

Actions Taken if Noncompliance Not Corrected:

For information about what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance, see the table titled "Agency Action Related to Uncorrected Noncompliance Across All Monitoring Activities" found in Indicator 15.

Verification of Correction (either timely or subsequent):

The State has verified that each LEA with noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing 34 CFR §300.301(c)(1) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2009:

The Texas Education Agency Division of IDEA Coordination notified districts of their noncompliance with FFY 2009 SPP Indicators 11, 12, and 13 in November 2010. Districts were required to submit a "Corrective Action Plan (CAP)." The CAP was required of all districts that had issues of noncompliance to address. The TEA Division of Program Monitoring and Interventions (PMI) staff reviewed the CAP and updated data and documentation to determine if districts were implementing the appropriate regulations associated with the indicators and corrected the noncompliance. Districts that exceeded the one year timeline for correction were in follow-up status until they submitted documentation that sufficiently provided evidence of correction.

Correction of FFY 2008 Findings of Noncompliance (if State reported less than 100% compliance in its FFY 2008 APR):

1. Number of findings of noncompliance the State made during FFY 2008 (the period from July 1, 2008 through June 30, 2009)	268
2. Number of FFY 2008 findings the State verified as timely corrected (corrected within one year from the date of notification to the local educational agency (LEA) of the finding)	178
3. Number of FFY 2008 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	90

Correction of FFY 2008 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2008 findings not timely corrected (same as the number from (3) above)	90
5. Number of FFY 2008 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	46
6. Number of FFY 2008 findings not verified as corrected [(4) minus (5)]	44

Actions Taken if Noncompliance Not Corrected:

For information about what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance, see the table titled "Agency Action Related to Uncorrected Noncompliance Across All Monitoring Activities" found in Indicator 15.

Verification of Correction (either timely or subsequent):

The State has verified that each LEA with noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing 34 CFR §300.301(c)(1) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2008:

The Texas Education Agency Division of IDEA Coordination notified districts of their noncompliance with FFY 2008 SPP Indicators 11, 12, and 13 in November 2009. Districts were required to submit a "Corrective Action Plan (CAP)." The CAP was required of all districts that had issues of noncompliance to address. The TEA Division of Program Monitoring and Interventions (PMI) staff reviewed the CAP and updated data and documentation to determine if districts were implementing the appropriate regulations associated with the indicators and corrected the noncompliance. Districts that exceeded the one year timeline for correction were in follow-up status until they submitted documentation that sufficiently provided evidence of correction.

Correction of Remaining FFY 2007 Findings of Noncompliance:

1. Number of remaining FFY 2007 findings noted in OSEP's June 2010 FFY 2008 APR response table for this indicator	362*
2. Number of remaining FFY 2007 findings the State has verified as corrected	292
3. Number of remaining FFY 2007 findings the State has NOT verified as corrected [(1) minus (2)]	70

*The State identified 364 findings in FFY 2007. Two findings were subtracted from the total reported in the FFY 2009 APR because the actual total of findings in FFY 2007 was 363 and one LEA with the identified findings has closed.

Correction of FFY 2007 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2007 findings not timely corrected (same as the number from (3) above)	70
5. Number of FFY 2007 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	42
6. Number of FFY 2007 findings not verified as corrected [(4) minus (5)]	28

Actions Taken if Noncompliance Not Corrected:

For information about what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance, see the table titled "Agency Action Related to Uncorrected Noncompliance Across All Monitoring Activities" found in Indicator 15.

Verification of Correction (either timely or subsequent):

The State has verified that each LEA with noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing 34 CFR §300.301(c)(1) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2007:

The Texas Education Agency Division of IDEA Coordination notified districts of their noncompliance with FFY 2007 SPP Indicators 11, 12, and 13 in April 2009. Districts were required to submit either an "Explanation/Resolution" form or a "SPP Corrective Action Plan." The "Explanation/Resolution" form was required of those districts that had data reporting issues (e.g. reporting nonexistent noncompliance as a result of the implementation of a first year data collection). The "SPP Corrective Action Plan" was required of those districts that had serious systemic issues to address. The TEA Division of Program Monitoring and Interventions (PMI) staff reviewed the forms and updated data and documentation to determine if districts were implementing the appropriate regulations associated with the indicators and corrected the noncompliance. Districts that exceeded the one year timeline were in follow-up status until they submitted documentation that sufficiently provided evidence of correction.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

I. Targets

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

II. Improvement Activities / Timelines / Resources

During 2011-2012, the TEA will implement the following activities to improve the data reporting system and timely, initial evaluations in the state:

Noncompliance Follow Up	Timeline	Status
<ul style="list-style-type: none"> TEA staff will review and analyze data to determine state barriers to meeting target and a course of action. 	July 2011 – June 2012	Ongoing
<ul style="list-style-type: none"> The TEA will notify districts regarding their compliance status and required action plan. 	November 2011	
<ul style="list-style-type: none"> The Education Service Centers (ESC) will continue to provide intensive targeted assistance to districts with noncompliance. 	July 2011 – June 2012	

Technical Assistance	Timeline	Status
<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. The TEA will review for further improvement the data reports accessed by state, regional and district personnel to assist with the correction of non compliance and to guide policy decisions. The TEA will review and update the guidance used by the ESCs to analyze their regional data in order to provide technical assistance to their districts. Data Integrity Checklist will be enhanced and available online to help district collect and submit valid and reliable data. The State will provide guidance and enhanced technical assistance documents on the data collection system to assist districts in collecting and reporting accurate data. 	July 2011– June 2012	Ongoing
<ul style="list-style-type: none"> The TEA will facilitate stakeholder meetings to review state guidance on data collection to ensure clarity and accuracy. 	March 2012	Ongoing

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 and provide guidance on timely, initial evaluations. 	July 2011 – June 2012	Ongoing
<ul style="list-style-type: none"> • The TEA will provide training concerning this indicator via TETN broadcast to the 20 ESC Special Education Contacts. 	January 2012	Ongoing

FFY 2010 and 2011 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. A complete listing of the activities the State participated in and the resulting action from its participation can be found in the "Overview" section of the APR.

Improvement activities for this indicator will be ongoing through the 2012-2013 school year.

Part B State Annual Performance Report (APR) for 2010

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)(B))

Measurement:

- | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> a. # of children who have been served in Part C and referred to Part B (LEA notified pursuant to 637(a)(9)(A)) for Part B eligibility determination. b. # of those referred determined to be NOT eligible and whose eligibility was 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. e. # of children who were referred to Part C less than 90 days before their third birthday. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

<p>Percent = [(c) divided by (a - b - d - e)] times 100.</p>

FFY	Measurable and Rigorous Target
2010	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.

Overview of Issue/Description of System or Process:

Data Collection Activities

The Texas Education Agency (TEA) has developed a secure, online application for the collection of data related to Indicator 12. During the FFY 2010, 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://www.tea.state.tx.us/special.ed/>.

Actual Target Data for FFY 2010:

	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY 2012
Statewide Percentage of Early Childhood Transition	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
a. # of children who have been served in Part C and referred to Part B for eligibility determination	8,667	9,173	11,092	12,448	To be reported February 2013	To be reported February 2014
b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays	1,237	1,406	1,878	2,212		
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	5,706	6,896	8,118	8,396		
d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.	0	0	419	823		
e. # of children who were referred to Part C less than 90 days before their third birthday.	NR*	NR*	NA**	837		
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. - d. - e.)) * 100	77%	89%	92%	98%		

Source: SPP12 Data Collection Application

*Not required

**The State made the necessary changes in its data collection system to report "e." in FFY 2010.

States are required to report (1) the range of days beyond the timeline when the IEP was implemented and (2) any reasons for the delays.

	FFY 2007 2007-08		FFY 2008 2008-09		FFY 2009 2009-10		FFY 2010 2010-11		FFY 2011 2011-12		FFY 2012 2012-13	
	#	%	#	%	#	%	#	%	#	%	#	%
(1) Range of Days												
1-30 days over	808	47%	483	55%	341	50%	111	62%	To be reported February 2013		To be reported February 2014	
31 days or more over timeline	916	53%	388	45%	336	50%	69	38%				
Total Over Timeline	1,724	100%	871	100%	677	100%	180	100%				

	FFY 2007 2007-08		FFY 2008 2008-09		FFY 2009 2009-10		FFY 2010 2010-11		FFY 2011 2011-12		FFY 2012 2012-13	
	#	%	#	%	#	%	#	%	#	%	#	%
(2) Reported reasons for the delay include:												
Child unavailable for scheduled assessments	79	14%	41	12%	31	12%	13	12%	To be reported February 2013		To be reported February 2014	
Parent scheduling issues	181	32%	115	34%	76	30%	30	29%				
Early Childhood Intervention (ECI) did not refer child to Part B at least 90 days before the child's third birthday.	NA	NA	NA	NA	51	20%	19	18%				
Unforeseen district scheduling/staffing issues	111	19%	65	19%	46	18%	20	19%				
Other	126	22%	83	24%	47	19%	23	22%				
Total Instances	571	100%	343	100%	251	100%	105	100%				

Source: SPP12 Data Collection Application

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

I. Improvement Activities Completed

During 2010-2011, the TEA implemented the following activities to improve the data reporting system:

Noncompliance Follow Up	Timeline	Status
<ul style="list-style-type: none"> TEA staff reviewed and analyzed data to determine state barriers to compliance target and a course of action. 	July 2010 – June 2011	Completed
<ul style="list-style-type: none"> The TEA notified districts regarding their compliance status and required action plan. 	November 2010	Completed
<ul style="list-style-type: none"> The Education Service Centers (ESC) provided intensive targeted assistance to districts. 	July 2010 – June 2011	Completed

Technical Assistance	Timeline	Status
<ul style="list-style-type: none"> The Preschool Specialist located at each of the 20 Education Service Centers provided assistance to districts in the requirements of reporting early childhood transition, host joint meetings with ECI and district, and offer strategies for the timeliness and accuracy of data submissions. The TEA provided frequent updates concerning this indicator via TETN broadcast to the 20 ESC Special Education Contacts. The TEA reviewed and updated the guidance used by the ESCs to analyze their regional data in order to provide technical assistance to their districts. The Education Service Center (ESC) Region 12 provided leadership and training regarding compliance issues associated with this indicator via the 20 ESC network and their website. The TEA reviewed and improved the data reports accessed by state, regional and district personnel to assist with the correction of non compliance and to guide policy decisions. The State provided guidance and enhanced technical assistance documents on the data collection system to assist districts in collecting and reporting accurate data. The TEA facilitated stakeholder meetings to review state guidance on data collection to ensure clarity and accuracy. 	July 2010 – June 2011	Completed
	March 2011	Completed

Training	Timeline	Status
<ul style="list-style-type: none"> ESCs continued to train and provide technical assistance to district personnel on the data collection system. 	July 2010 – June 2011	Completed
<ul style="list-style-type: none"> Region 12 continued to provide an online training module to provide accessible technical assistance to target rural districts. 	February 2011	Completed
<ul style="list-style-type: none"> The TEA provided training concerning this indicator via TETN broadcast to the 20 ESC Special Education Contacts. 	January 2011	Completed

II. Explanation of Progress or Slippage

During FFY 2010, districts reported that 12,448 children were served in Part C and referred to Part B for eligibility determination. 98% of those children who were found eligible for special education services had an IEP implemented by their third birthday. Though the State did not meet the 100% compliance target, the data reflects a 22% increase from the baseline data collected during FFY 2007 and a 6% increase from the data reported in FFY 2009.

The increase can be attributed to multiple actions taken by the State:

- Guidance and resources were developed to improve the data entry (e.g. more explicit instructions, flowcharts to guide decision making process on how to enter students in the online system, new regional and district reports for use in analyzing data, etc.).
- Targeted technical assistance was provided by the Education Service Centers (ESC) to noncompliant districts.
- Continued communication and collaboration with Texas Department of Assistive and Rehabilitative Services Division of Early Childhood Intervention on early transition issues.
- Direct technical assistance provided by the Indicator 12 Support team and ESC was easily and readily available from 7:00-5:00 daily.
- Reports were developed and accessible for district use to analyze their trend data, compliance issues, and data validation.
- Refined guidance, statewide awareness, and ongoing technical assistance increased the number of children reported.

Correction of FFY 2009 Findings of Noncompliance (if State reported less than 100% compliance in its FFY 2009 APR):

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	81
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the local educational agency (LEA) of the finding)	60
3. Number of FFY 2009 findings not verified as corrected within one year [(1) minus (2)]	21

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	21
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2009 findings not verified as corrected [(4) minus (5)]	21

Actions Taken if Noncompliance Not Corrected:

For information about what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance, see the table titled "Agency Action Related to Uncorrected Noncompliance Across All Monitoring Activities" found in Indicator 15.

Verification of Correction (either timely or subsequent):

The State has verified that each LEA with noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing 34 CFR §300.301(c)(1) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2009:

The Texas Education Agency Division of IDEA Coordination notified districts of their noncompliance with FFY 2009 SPP Indicators 11, 12, and 13 in November 2010. Districts were required to submit a "Corrective Action Plan (CAP)." The CAP was required of all districts that had issues of noncompliance to address. The TEA Division of Program Monitoring and Interventions (PMI) staff reviewed the CAP and updated data and documentation to determine if districts were implementing the appropriate regulations associated with the indicators and corrected the noncompliance. Districts that exceeded the one year timeline for correction were in follow-up status until they submitted documentation that sufficiently provided evidence of correction.

Correction of FFY 2008 Findings of Noncompliance (if State reported less than 100% compliance in its FFY 2008 APR):

1. Number of findings of noncompliance the State made during FFY 2008 (the period from July 1, 2008 through June 30, 2009)	128
2. Number of FFY 2008 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	83
3. Number of FFY 2008 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	45

Correction of FFY 2008 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2008 findings not timely corrected (same as the number from (3) above)	45
5. Number of FFY 2008 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	30
6. Number of FFY 2008 findings <u>not</u> verified as corrected [(4) minus (5)]	15

Actions Taken if Noncompliance Not Corrected:

For information about what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance, see the table titled "Agency Action Related to Uncorrected Noncompliance Across All Monitoring Activities" found in Indicator 15.

Verification of Correction (either timely or subsequent):

The State has verified that each LEA with noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing 34 CFR §300.124(b), (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2008:

The Texas Education Agency Division of IDEA Coordination notified districts of their noncompliance with FFY 2008 SPP Indicators 11, 12, and 13 in November 2009. Districts were required to submit a "Corrective Action Plan (CAP)." The CAP was required of all districts that had issues of noncompliance to address. The TEA Division of Program Monitoring and Interventions (PMI) staff reviewed the CAP and updated data and documentation to determine if districts were implementing the appropriate regulations associated with the indicators and corrected the noncompliance. Districts that exceeded the one year timeline for correction were in follow-up status until they submitted documentation that sufficiently provided evidence of correction.

Correction of Remaining FFY 2007 Findings of Noncompliance:

1. Number of remaining FFY 2007 findings noted in OSEP's June 2010 FFY 2008 APR response table for this indicator	243*
2. Number of remaining FFY 2007 findings the State has verified as corrected	211
3. Number of remaining FFY 2007 findings the State has NOT verified as corrected [(1) minus (2)]	32

*The State identified 246 findings in FFY 2007. Three findings were subtracted from the total reported in the FFY 2009 APR because the LEAs with the identified findings have closed.

Correction of FFY 2007 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2007 findings not timely corrected (same as the number from (3) above)	32
5. Number of FFY 2007 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	20
6. Number of FFY 2007 findings not verified as corrected [(4) minus (5)]	12

Actions Taken if Noncompliance Not Corrected:

For information about what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance, see the table titled "Agency Action Related to Uncorrected Noncompliance Across All Monitoring Activities" found in Indicator 15.

Verification of Correction (either timely or subsequent):

The State has verified that each LEA with noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing 34 CFR §300.301(c)(1) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2007:

The Texas Education Agency Division of IDEA Coordination notified districts of their noncompliance with FFY 2007 SPP Indicators 11, 12, and 13 in April 2009. Districts were required to submit either an "Explanation/Resolution" form or a "SPP Corrective Action Plan." The "Explanation/Resolution" form was required of those districts that had data reporting issues (e.g. reporting nonexistent noncompliance as a result of the implementation of a first year data collection). The "SPP Corrective Action Plan" was required of those districts that had serious systemic issues to address. The TEA Division of Program Monitoring and Interventions (PMI) staff reviewed the forms and updated data and documentation to determine if districts were implementing the appropriate regulations associated with the indicators and corrected the noncompliance. Districts that exceeded the one year timeline were in follow-up status until they submitted documentation that sufficiently provided evidence of correction.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

I. Targets

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

II. Improvement Activities / Timelines / Resources

Noncompliance Follow Up	Timeline	Status
<ul style="list-style-type: none"> Data will be reviewed and analyzed by the TEA staff to determine state barriers to compliance target and a course of action. 	July 2011 – June 2012	Ongoing
<ul style="list-style-type: none"> The TEA will notify districts regarding their compliance status and required action plan. 	November 2011	Ongoing
<ul style="list-style-type: none"> The Education Service Centers (ESC) will provide intensive targeted assistance to districts. 	July 2011 – June 2012	Ongoing

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, host joint meetings with ECI and district, and offer strategies for the timeliness and accuracy of data submissions. The TEA will provide frequent updates concerning this indicator via TETN broadcast to the 20 ESC Special Education Contacts. The TEA will review and update the guidance used by the ESCs to analyze their regional data in order to provide technical assistance to their districts. 	July 2011 – June 2012	Ongoing

Technical Assistance	Timeline	Status
<ul style="list-style-type: none"> The TEA will review for further improvement the data reports accessed by state, regional and district personnel to assist with the correction of non compliance and to guide policy decisions. The State will provide guidance and enhanced technical assistance documents on the data collection system to assist districts in collecting and reporting accurate data. 	July 2011 – June 2012	Ongoing
<ul style="list-style-type: none"> The TEA will facilitate stakeholder meetings to review state guidance on data collection to ensure clarity and accuracy. 	March 2012	Ongoing

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 2011 – June 2012	Ongoing
<ul style="list-style-type: none"> The TEA will provide training concerning this indicator via TETN broadcast to the 20 ESC Special Education Contacts. 	January 2012	Ongoing

FFY 2010 and 2011 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. A complete listing of the activities the State participated in and the resulting action from its participation can be found in the "Overview" section of the APR.

Improvement activities for this indicator will be ongoing through the 2012-2013 school year.

Part B State Annual Performance Report (APR) for 2010

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

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

Measurement:

Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target
2010	100% of youth aged 16 and above have an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs.

Overview of Issue/Description of System or Process:

Data Collection Activities

During FFY 2010, 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 required to submit a zero count. 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 procedures can be found on the TEA website at: <http://ritter.tea.state.tx.us/special.ed/>.

Data collection and use of an online SPP 13 application was an integral part of the statewide training process for this indicator. The training presented data collection tools including a *Checklist* for measuring SPP Indicator 13 and the *Check List Guidance* (Student Folder/IEP Review Chart). These tools facilitated the review of students' folders.

The *Checklist* for measurement of SPP Indicator 13 is aligned with the National Secondary Transition Technical Assistance Center (NSTTAC) guidance on data collection. The use of these tools 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*, which addresses key elements of secondary transition reflected in the Individuals with Disabilities Education Act (IDEA).

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 online SPP 13 automatically calculates compliance based on the response to the *Checklist* items. Data collection resources can be found on the TEA website at <http://www.tea.state.tx.us/special.ed/>.

Actual Target Data for FFY 2010:

	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY 2012
Statewide Percentage of Secondary Transition	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
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	19,682	19,218	18,282	To be reported February 2013	To be reported February 2014
b. # of youth with disabilities aged 16 and above in the dataset	3,308	28,084	21,392	19,791	18,554		
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%	92%	97%	99%		

Source: SPP13 Data Collection Application

Correction of FFY 2009 Findings of Noncompliance (if State reported less than 100% compliance in its FFY 2009 APR):

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	88
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the local educational agency (LEA) of the finding)	68
3. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	20

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	20
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2009 findings not verified as corrected [(4) minus (5)]	20

Actions Taken if Noncompliance Not Corrected:

For information about what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance, see the table titled "Agency Action Related to Uncorrected Noncompliance Across All Monitoring Activities" found in Indicator 15.

Verification of Correction (either timely or subsequent):

The State has verified that each LEA with noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing 34 CFR §300.301(c)(1) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2009:

The Texas Education Agency Division of IDEA Coordination notified districts of their noncompliance with FFY 2009 SPP Indicators 11, 12, and 13 in November 2010. Districts were required to submit a "Corrective Action Plan (CAP)." The CAP was required of all districts that had issues of noncompliance to address. The TEA Division of Program Monitoring and Interventions (PMI) staff reviewed the CAP and updated data and documentation to determine if districts were implementing the appropriate regulations associated with the indicators and corrected the noncompliance. Districts that exceeded the one year timeline for correction were in follow-up status until they submitted documentation that sufficiently provided evidence of correction.

Correction of Remaining FFY 2008 Findings of Noncompliance:

1. Number of remaining FFY 2008 findings	430*
2. Number of remaining FFY 2008 findings the State has verified as corrected	393
3. Number of remaining FFY 2008 findings the State has NOT verified as corrected [(1) minus (2)]	37

*The State identified 434 findings in FFY 2007. Four findings were subtracted from the total reported in the FFY 2010 APR because the LEAs with the identified findings have closed.

Correction of FFY 2008 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2008 findings not timely corrected (same as the number from (3) above)	37
5. Number of FFY 2008 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	28
6. Number of FFY 2008 findings not verified as corrected [(4) minus (5)]	9

Actions Taken if Noncompliance Not Corrected:

For information about what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance, see the table titled "Agency Action Related to Uncorrected Noncompliance Across All Monitoring Activities" found in Indicator 15.

Verification of Correction (either timely or subsequent):

The State has verified that each LEA with noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing 34 CFR §300.320(b) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2008:

The Texas Education Agency Division of IDEA Coordination notified districts of their noncompliance with FFY 2007 SPP Indicators 11, 12, and 13 in April 2009. Districts were required to submit either an "Explanation/Resolution" form or a "SPP Corrective Action Plan." The "Explanation/Resolution" form was required of those districts that had data reporting issues (e.g. reporting nonexistent noncompliance as a result of the implementation of a first year data collection). The "SPP Corrective Action Plan" was required of those districts that had serious systemic issues to address. The TEA Division of Program Monitoring and Interventions (PMI) staff reviewed the forms and updated data and documentation to determine if districts were implementing the appropriate regulations associated with the indicators and corrected the noncompliance. Districts that exceeded the one year timeline ~~were~~ **are** in follow-up status until they ~~submitted~~ **provides** evidence of correction.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

I. Improvement Activities Completed

See Indicator 1: Graduation, under “High School/Transition” for list of completed Improvement Activities for FFY 2011 associated with this indicator.

II. Explanation of Progress or Slippage

During FFY 2010, districts reported that out of 18,228 IEP folders reviewed out of 18,554, 99% of those IEP folders reflected appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. Though the State did not meet the 100% compliance target, the data reflects a 2% increase from the data reported in FFY 2009.

The increase can be attributed to multiple actions taken by the State:

- Guidance and resources were developed to improve the data entry (e.g. more explicit instructions, flowcharts to guide decision making process on how to enter students in the online system, new regional and district reports for use in analyzing data, etc.).
- Targeted technical assistance was provided by the Education Service Centers (ESC) to noncompliant districts.
- Direct technical assistance provided by the Indicator 13 Support team and ESC was easily and readily available from 7:00-5:00 daily.
- Reports were developed and accessible for district use to analyze their trend data, compliance issues, and data validation.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

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 planned Improvement Activities for FFY 2011 associated with this indicator.

FFY 2010 and 2011 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. A complete listing of the activities the State participated in and the resulting action from its participation can be found in the “Overview” section of the APR.

Improvement activities for this indicator will be ongoing through the 2012-2013 school year.

Part B State Annual Performance Report (APR) for 2010

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

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

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

Measurement:

- | | |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. | Percent enrolled in higher education = $[(\# \text{ of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school}) \div (\# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school})] \times 100$. |
| B. | Percent enrolled in higher education or competitively employed within one year of leaving high school = $[(\# \text{ of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school}) \div (\# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school})] \times 100$. |
| C. | Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = $[(\# \text{ of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment}) \div (\# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school})] \times 100$. |

FFY	Measurable and Rigorous Target
2010	<ul style="list-style-type: none"> A. 27% of youth who are no longer in secondary school are enrolled in higher education within one year of leaving high school. B. 60% of youth who are no longer in secondary school are enrolled in higher education or competitively employed within one year of leaving high school. C. 73% of youth who are no longer in secondary school are enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Overview of Issue/Description of System or Process:

The 2010–2011 Indicator 14: Extended Postsecondary Follow-Up Study is a statewide survey that was administered during the summer of 2011 by PTV NuStats. Sponsored by the Texas Education Agency, the purpose of the survey is to follow-up with persons previously enrolled in high schools within the state of Texas to collect data on their post-high school activities. Eligible respondents either graduated or dropped out during the 2009–2010 school year. The survey included a total of eleven questions: eight questions needed for the SPP Indicator 14 reporting and three questions to address statewide and district high school program improvement.

A total of 4,141 surveys were completed statewide.

Table 1: Data Collection Summary

Summary	N
Available Sample Records to Contact	12,481
Completed Surveys	4,141
Completion Rate	33%
Average Call Attempts per Record	7.53

Since leaving high school, 46 percent of respondents reported they have been enrolled in school, job training, or an education program. Of those, 75 percent have completed an entire term, and 62 percent were enrolled in a two- or four-year college or university.

Sixty-four percent of respondents reported being employed since they left high school. Of those who reported being employed, 83 percent worked at least three months, which may or may not have been continuous; 79 percent worked an average of 20 hours per week; and 90 percent earned at least minimum wage. The majority of those employed (81 percent) reported working for a company, business, or service that employed persons with and without disabilities.

Of those students enrolled in a two- or four-year college or university, 35 percent reported contacting the Office of Disability Services. Thirty-six percent of those received “additional time for assignments,” 34 percent received “test accommodations,” and 26 percent received “tutoring.” Since leaving high school, 60 percent of respondents reported not contacting any of the adult service agencies for support. Seventeen percent reported contacting the Department of Assistive and Rehabilitative Services, and 13 percent reported contacting the Social Security Administration

Data Collection

Data collection, using the VOXCO Computer Assisted Telephone Interviewing (CATI) software program, began on June 27, 2011 and ended on August 19, 2011. A total of 4,141 completed cases were collected: 3,966 English cases and 175 Spanish cases.

Call attempts were made each day of the week (Monday through Sunday). Calls on weekdays were primarily made in the evening from 6:00 p.m. to 9:00 p.m. to increase the likelihood of finding the target respondent at home. After the sample received several call attempts during the evening, daytime coverage, which started at 11:00 a.m., was added to focus efforts on those cases for which contact could not be made in the evening. On weekends, the calling window was primarily from 3:00 p.m. to 7:00 p.m., although a few shifts from 11:00 a.m. were scheduled to maximize sample performance. If a respondent requested or suggested a call back at a time outside of this range, arrangements were made to accommodate the request within the hours of 8:00 a.m. to 9:00 p.m. Central Standard Time.

For a variety of reasons, some people are reluctant to participate in surveys. For example, when contacted by an interviewer, potential respondents may tell the interviewer that they are too busy, not interested, suspicious of the call, or think the call is taking too long. When a respondent refused, these cases were coded as first refusals, or soft refusals, and were re-contacted after several days to a week had passed, since many people are willing to participate in a survey if they are called again at a time more convenient for them. Attempts to contact a potential respondent were discontinued if the potential respondent gave two soft refusals. More strongly worded refusals—for example, refusals in which the respondent asked to be taken off the list, yelled, made threats, or used profanity—were coded as hard refusals and were not re-contacted.

This year, 31 percent of respondents could not be found, as compared to the 15.6 percent from last year. Refusal rates (4 percent) and invalid number rates (14 percent) were consistent with previous years. However, the percentage of respondents who could not be found in 2011 doubled from 2010, in part because of the larger sample provided for the 2011 survey. As a result, data collection yielded a completion rate of 33 percent, as opposed to the 40.5 percent obtained in 2010 and the 33.9 percent obtained in 2009.

Sample Management

A total of 12,481 sample records were received to conduct this year’s study, and 93,997 calls were made to find qualified respondents. Calls were made at varying times of day and days of the week to maximize the chance to make contact. The average number of call attempts to all sampled records was 7.53 calls. After various call attempts were made to the different possible phone numbers available, PTV NuStats made contact with 3,819 students, or 31 percent of the cases, compared to 2010 when 16 percent of students were contacted.

After the initial sample release, subsequent “waves” of dialing included refusal conversion to non-final refusal records to maximize the chances of finding the target population, as well as re-dialing all non-working numbers prior to closing the fielding effort. Some of the sample were also “rested” for two weeks in mid-to-late July and re-attempted later in August to allow for more contacts to be made with those returning from summer break. This effort was successful.

Representative Sample

Demographic data from the sample has been provided to reflect that data from the survey was representative of the state’s special education population (2004).

	Female	Male
Respondents	1,450	2,691
Sample	35%	65%
State	33%	66%

	American Indian or Alaska Native	Asian/Pacific Islander	Black or African American	Hispanic / Latino	White	Two or more
Respondents	28	42	584	1,523	1,906	58
Sample	1%	1%	14%	37%	46%	1%
State	>1%	>1%	17%	40%	40%	>1%

	Learning Disability	Other Health Impairment	Other disabilities
Respondents	2,562	556	1,023
Sample	62%	13%	25%
State	50%	10%	20%

Survey Data for FFY 2010:

States are required to report post school outcome data in the following mutually exclusive categories:

Post School Outcomes	Count	Percent
1. Higher Education	939	23%
2. Competitively Employed	1,340	32%
3. Some Other Postsecondary Education or Training Program	271	7%
4. Some Other Employment	317	8%
Not Engaged in 1-4 Above	1,274	30%
Total	4,141	100%

Actual Target Data for FFY 2010

	FFY 2009 2009-10	FFY 2010 2010-11	FFY 2011 2011-12	FFY 2012 2012-13
14A. Enrolled in higher education within one year of leaving high school (1)	26%	23%	To be reported February 2013	To be reported February 2014
14B. Enrolled in higher education or competitively employed within one year of leaving high school. (1 + 2)	59%	55%		
14C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment with one year of leaving high school.(1 + 2 + 3 + 4)	72%	70%		

Source: Post School Outcome Survey Data

Federal Definitions

Enrolled in higher education as used in measures 14A, 14B, and 14 C means youth have been enrolled on a full- or part-time basis in a community college (two year program) or college/university (four or more year program) for at least one complete term, at any time in the year since leaving high school.

Competitive employment as used in measures 14B and 14C means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Enrolled in other postsecondary education or training as used in measure 14C, means youth have been enrolled on a full- or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a two year program).

Some other employment as used in measure 14C means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

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 2010:

I. Improvement Activities Completed:

See Indicator 1: Graduation, under "High School/Transition" for list of completed Improvement Activities for FFY 2010 associated with this indicator.

II. Explanation of Progress or Slippage

The State reported a decrease in all three categories from the baseline reporting year of FFY 2009. Possible explanations for decrease include:

For this reporting period (FFY 2010) the decision was made for data to be reported by each district in the state with grade 12 students exiting high school. This makes for a much larger number of students from which to make contacts one year after graduation. This data may be more reflective of postsecondary information for youth no longer in secondary school than was obtained in FFY 2009.

The state is still experiencing difficulty in collecting accurate follow-up contact information from grade 12 exiting students. District personnel need to work more diligently before students exit to obtain the most accurate and reliable information to be used one year later in contacting students.

The economic downturn nationwide and statewide may be reflective of the decreased employment rates. According to the U.S Department of Labor, nationally the average unemployment rate in 2010 was 8.2%. The unemployment rate for the students with less than a high school diploma was 14.9% and for the student with a high school diploma, it was 10.3%. In addition, Texas has experienced a growing population with its labor force expanding at a faster rate than the number of job openings.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

I. Targets

Revisions to the targets for FFY 2011:

- 14A = 24%
- 14B = 56%
- 14C = 71%

Targets for FFY 2010 were based on data obtained from the 2009-2010 Indicator 14: Extended Postsecondary Follow-up Study administered during the summer of 2010. At this time, Texas was still obtaining information from one-sixth of all Texas districts. Districts were at that time sampled at some point during the six-year cycle. There were a total of 2,271 sample records of which there were 920 respondents.

For the 2010-2011 Indicator 14: Extended Postsecondary Follow-up Study, Texas moved to a different model obtaining information from every district in the state with grade 12 students exiting high school. There were a total of 12,481 sample records of which there were 4,141 respondents (**representative of the state population**). Based on the fact that a much larger number of students were surveyed, it is felt that this gives a better indication of youth enrolled or employed as indicated in 14A, 14B, and 14C of this indicator. Therefore, the state is revising the targets for FFY 2011 as listed above which will indicate 1% growth in each of the three areas using FFY 2010 data as the baseline. **Revisions to the targets were discussed at the January 2012 Texas Steering Committee meeting.**

II. Improvement Activities / Timelines / Resources

See Indicator 1: Graduation, under "High School/Transition" for list of proposed Improvement Activities for FFY 2011 associated with this indicator.

Improvement activities for this indicator will be ongoing through the 2012-2013 school year.

Part B State Annual Performance Report (APR) for 2010

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))

<p>Measurement:</p> <p>Percent of noncompliance corrected within one year of identification:</p> <p>a. # of findings of noncompliance.</p> <p>b. # of corrections completed as soon as possible but in no case later than one year from identification.</p> <p>Percent = [(b) divided by (a)] times 100.</p>

FFY	Measurable and Rigorous Target
2010	The State will demonstrate 100% compliance with requirement for correction of noncompliance within one year of identification.

Overview of Issue/Description of System or Process:

Monitoring Activities, 2010-2011

The 2010-2011 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 2010-2011 PBMAS is available at <http://www.tea.state.tx.us/pbm/2010PBMASManualFinal.pdf>. The districts that were evaluated received ratings that placed them into one of five stages of intervention. Information on the 2010-2011 stages of intervention is available at <http://www.tea.state.tx.us/pmii/spedmon/2010>. 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 589 districts that received ratings were distributed among the five stages of intervention:

Stage of Intervention	# of districts
1A	332
1B	97
2	84
3	56
4	20
Total	589

Districts in stage 1A interventions retained their self-evaluation data and continuous improvement plan (CIP). Each district in stages 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 developed 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.

Districts in stage 4 interventions received an on-site visit to examine the origins of the district's continuing low performance and/or program effectiveness concerns unless the district was visited the previous year. Of the 20 districts in stage 4, 13 received an on-site visit during the 2010-2011 year while seven implemented the continuous improvement plan/corrective action plan with escalated follow-up contact. During on-site visits, agency staff reviewed the districts' development and implementation of the current continuous improvement plan (CIP) and data analysis processes to identify possible systemic issues and programmatic concerns.

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 on the TEA website: <http://www.tea.state.tx.us/pmi/spedmon/nonpublic.html>.

During the 2010-2011 year, the TEA reviewed ten nonpublic schools for re-approval and one for an initial approval. A total of 58 districts contracted with these 20 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 focused 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 Youth Commission was conducted during 2010-2011.

Residential Facility Monitoring

Beginning in the 2006-2007 year, under a consent decree in the case of *Angel G. et al. v. Texas Education Agency et al.*, the TEA monitored districts that serve students with disabilities who reside in residential facilities (RF) within the geographic boundaries and/or jurisdiction of the district. Under this monitoring system, 30 districts with RFs were selected annually for on-site visits.

As of December 31, 2010, the *Angel G. consent decree* expired. However, the TEA determined the need to continue to monitor districts who served students with disabilities who resided in RFs. As of December 22, 2010, 19 Texas Administrative Code (TAC) §97.1072 was adopted authorizing the TEA to conduct RF monitoring (<http://ritter.tea.state.tx.us/rules/tac/chapter097/ch097ee.html#97.1072>). The monitoring process remained similar as to previous years with the exception of the number of visits. For the 2010-2011 school year, the following on-site reviews occurred:

Type of Review	# of district
Performance review based on data reported by district	12
CAP implementation	8*

*For the 2010-2011 year, four of the visits for CAP implementation were to districts who had previously had an on-site review and had corrected the identified areas of noncompliance. The purpose of the visit was to determine if the districts had sustained the corrections.

Agency Action Related to Uncorrected Noncompliance Across All Monitoring Activities

Types of Intervention <i>Based on 19 Texas Administrative Code (TAC) §89.1076</i>	Districts with Continuing Noncompliance for the period of October 1, 2009 through October 1, 2010	Further Action of TEA
Management Team ¹	3 districts / 18 findings	Agency staff will work closely with the management team to verify correction of noncompliance and improvement of effectiveness.
Special Purpose Conservator ²	3 districts / 8 findings	Agency staff will work closely with special purpose conservators to verify correction of noncompliance and improvement of effectiveness.
Escalated Oversight ³	57 districts / 129 findings	Agency staff will conduct more frequent follow-up communication to verify correction of noncompliance. If correction is not achieved, sanctions, such as a focused technical assistance team or monitor, may be assigned.
Corrected before sanctions	2 district / 6 findings	Agency staff continued focused, intensive follow-up with districts and were able to verify correction of the findings within three months of the one-year timeline.
	65 districts/161 findings	

¹ A **Management Team** is comprised of two or more conservators who are assigned when the nature or duration of the deficiencies require that the TEA directly oversee the operations of the district in the areas 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. The conservators have 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 their charges.

² **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.

³ **Escalated Oversight** is more frequent contact by TEA staff with a district. If correction is not achieved within reasonable time, sanctions, such as a focused technical assistance team or monitor, may be assigned.

Timely Correction of Noncompliance

Findings are identified in the year previous to the FFY reporting year; for example, FFY 2010 reporting year reflects findings identified in 2009-10 that were corrected by 2010-11

	FFY 2005 2005-06	FFY 2006 2006-07	FFY 2007 2007-08	FFY 2008 2008-09	FFY 2009 2009-10	FFY 2010 2010-11	FFY 2011 2011-12	FFY 2012 2012-13
a. # of findings of noncompliance	234	774	539	935	1,758	1,422	To be reported February 2013	To be reported February 2014
b. # of corrections completed as soon as possible but in no case later than one year from identification	222	705	472	816	1,458	1,261		
Percent of noncompliance corrected within one year of identification Calculation: (a. / b.) * 100	95%	92%	88%	87%	83%	89%		

Source | Texas Education Agency, State Supervision Data

Note: 2005-06 data limited to findings of noncompliance identified by the State's Performance-Based monitoring system. Beginning in 2006-07, data includes findings of noncompliance identified by the State's Performance-Based monitoring system, complaints resolution and due process hearing processes.

Federal Definitions:

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.

IDENTIFICATION OF NONCOMPLIANCE: The one-year correction timeline should be counted from when the State notifies the local educational agency (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.

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

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

Actual Target Data for FFY 2010: Disaggregated Findings of Noncompliance*

SPP Indicators	Function	Total # of Findings	# Corrected Within Year	# Corrected Beyond Year or Continuing Noncompliance
1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school. 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.	Monitoring	0	0	0
	Complaints	0	0	0
	Due Process	0	0	0
3. Participation and performance of children with disabilities on statewide assessments. 7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Monitoring	80	68	12
	Complaints	0	0	0
	Due Process	0	0	0
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	16	16	0
	Complaints	2	2	0
	Due Process	5	5	0
5. Percent of children with IEPs ages 6 through 21 - educational placements. 6. Percent of preschool children ages 3 through 5 – early childhood placement.	Monitoring	31	30	1
	Complaints	6	6	0
	Due Process	1	1	0
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	65	58	7
	Complaints	5	5	0
	Due Process	1	1	0
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification. 10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Monitoring	0	0	0
	Complaints	0	0	0
	Due Process	0	0	0
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.	Monitoring	282	236	46
	Complaints	6	6	0
	Due Process	2	2	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.	Monitoring	129	114	15
	Complaints	0	0	0
	Due Process	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.	Monitoring	167	149	18
	Complaints	0	0	0
	Due Process	0	0	0
Other Areas of Noncompliance	Monitoring	534	472	62
	Complaints	69	69	0
	Due Process	21	21	0
Totals		1,422	1,261	161
% Corrected within One Year		89%		

*Findings identified in 2009-10, Corrected in 2010-11

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

I. Improvement Activities Completed

During 2010-2011, TEA engaged in various activities to improve the monitoring system:

- Increased staff development training with agency staff on laws and regulations to ensure consistency in enforcing compliance with districts.
- Continued the meetings per month with other agency divisions who work in areas that affect special education to improve communication among the division at the TEA to ensure consistency in interpretation of laws and regulations and to provide feedback concerning findings in districts.
- Continued to provide guidance to districts, ESCs, and stakeholders concerning areas of continuing noncompliance through TETN presentations, conferences, etc.
- Continued to train on the PBMAS, PBM intervention stages, and RF monitoring system through TETN presentations, conferences, etc.
- Continued to conduct data validation and verification reviews to verify the PBM system.
- Conducted a meeting of the PMI Focus group to review interventions activities.
- Conducted a focus group of stakeholders, which include superintendents, special education directors, ESC staff, advocates, and parents to gather input on possible changes for the RF monitoring system.

II. Explanation of Progress or Slippage

In the FFY 2010 Annual Performance Report (APR), the state reported 1,422 findings of noncompliance with an 89% rate of correction of noncompliance within one year of identification. **The State has verified that each LEA with noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing the specific regulatory requirements 34 CFR §300.301(e)(1) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008.**

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 decreased from 1,758 reported last year to 1,422 reported this year. The number of instances of uncorrected noncompliance decreased from 300 reported last year to 161 reported this year.

The 161 findings of uncorrected noncompliance are all in the monitoring function. Districts with uncorrected noncompliance in escalated sanctions from FFY 2010 are reflected in the Agency Action Related to Uncorrected Noncompliance in Monitoring table in this indicator. The Agency is committed to working with these districts to ensure the correction of these findings and to increase efforts associated with the timely correction of all findings of noncompliance.

Though the State did not meet the 100% compliance target, the State reported 89% which reflects a six percent increase from the data reported in FFY 2009.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

I. Targets

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

II. Improvement Activities / Timelines / Resources

During 2011-2012, the TEA will engage in various activities to improve the monitoring system:

- Increase staff development training with agency staff on laws and regulations to ensure consistency in enforcing compliance with districts.
- Continue the meetings per month with other agency divisions who work in areas that affect special education to improve communication among the division at the TEA to ensure consistency in interpretation of laws and regulations and to provide feedback concerning findings in districts.
- Continue to provide guidance to districts, ESCs, and stakeholders concerning areas of continuing noncompliance through TETN presentations, conferences, etc.
- Continue to train on the PBMAS, PBM intervention stages, and RF monitoring system through TETN presentations, conferences, etc.
- Continue to conduct data validation and verification reviews to verify the PBM system.
- Conduct a meeting of the PMI Focus group to review interventions activities.
- Conduct a focus group of stakeholders, which include superintendents, special education directors, ESC staff, advocates, and parents to gather input on possible changes for the RF monitoring system.

FFY 2010 and 2011 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. A complete listing of the activities the State participated in and the resulting action from its participation can be found in the "Overview" section of the APR.

Improvement activities for this indicator will be ongoing through the 2012-2013 school year.

Part B State Annual Performance Report (APR) for 2010

Monitoring Priority: Effective General Supervision Part B / General Supervision

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, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

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

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

FFY	Measurable and Rigorous Target
2010	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 2010:

Complaint Investigation Timeline	FFY 2005 2005-06	FFY 2006 2006-07	FFY 2007 2007-08	FFY 2008 2008-09	FFY 2009 2009-10	FFY 2010 2010-11	FFY 2011 2011-12	FFY 2012 2012-13
(1) Signed, written complaints total	451	450	425	355	328	327	To be reported February 2013	To be reported February 2014
(1.1) Complaints with reports issued	204	171	171	145	138	150		
(a) Reports with findings	156	114	103	73	62	73		
(b) Reports within timeline	175	166	158	140	135	146		
(c) Reports within extended timelines	28	5	13	5	3	4		
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%	100%	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 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 2010:

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 2010-2011, TEA completed the following activities to improve the dispute resolution system:

- TEA staff from the Division of IDEA Coordination continued to evaluate performance data with regard to the special education complaints team on a continuous basis to ensure compliance with special education regulations.
- TEA staff from the Division of IDEA Coordination continued 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.
- TEA staff from the Division of IDEA Coordination continued to participate in trainings with regard to special education case law, regulations, and special education complaint investigation procedures.
- TEA staff from the Division of IDEA Coordination continued to develop and implement continuous improvement in policies, procedures, and practices to ensure correction of identified noncompliance as soon as possible, but in all cases within one calendar year from the date of notification.
- TEA staff from the Division of IDEA Coordination continued to coordinate quarterly meetings with the Office of Legal Services to discuss and plan improvement activities, meetings, and trainings to maintain consistent, accurate information regarding the continuum of dispute resolution services at the state level.
- TEA staff from the Division of IDEA Coordination continued to coordinate monthly meetings with TEA's monitoring division in order to address concerns being raised as a result of systemic issues being found through on-site monitoring, special education complaints, and due process hearings. TEA also continued to issue policy guidance to address the identified systemic findings and/or concerns.

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

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

FFY 2010 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 continued to receive updates on case law related to special education by attending conferences hosted by TCASE.
- TEA staff continued to participate in trainings and phone conferences with regard to IDEA regulations, case law, and complaint investigation procedures.
- TEA staff continued to participate in management and communications training in order to further effect highly functioning complaints investigatory procedures.
- TEA received assistance through a series of conference calls with staff at the Center for Appropriate Dispute Resolution in Special Education (CADRE) for collecting data and feedback for program evaluation related to general supervision.

II. Explanation of Progress or Slippage

Of the 150 investigative reports issued, 146 reports were issued within the sixty-calendar-day timeline, and four reports were issued within extended timelines. The State met the 100% compliance target (150 out of 150 investigative reports issued within timelines).

The data reflects progress in the reduction in the number of complaints filed. In alignment with the national trend noted by the Center for Appropriate Dispute Resolution in Special Education (CADRE), the total number of complaints filed has decreased for six years in a row.

The explanation for the noted progress is that TEA has maintained efforts to support local resolution of complaints. In addition, the change in the number of complaints filed can be attributed in part to more effective local efforts in resolving complaints prior to the investigation. Progress continues to be influenced by a more clearly articulated complaints resolution process and by improved documentation being maintained by districts regarding services provided to students with disabilities. TEA has also stepped up efforts to disseminate information in a variety of methods to parents and advocacy organizations related to the requirements for written complaints resulting in a higher percentage of complaints received being investigated and a higher percentage of findings in complaints filed.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

I. Targets

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

II. Improvement Activities / Timelines / Resources

During 2011-2012, TEA will implement the following activities to improve the dispute resolution system:

- TEA staff from the Division of Federal and State Education Policy will continue to evaluate performance data with regard to the special education complaints team on a continuous basis to ensure compliance with special education regulations.

- TEA staff from the Division of Federal and State Education Policy 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.
- TEA staff from the Division of Federal and State Education Policy will continue to participate in trainings with regard to special education case law, regulations, and special education complaint investigation procedures.
- TEA staff from the Division of Federal and State Education Policy will continue to develop and implement continuous improvement in 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.
- TEA staff from the Division of Federal and State Education Policy will continue to coordinate quarterly meetings with the Office of Legal Services to discuss and plan improvement activities, meetings, and trainings to maintain consistent, accurate information regarding the continuum of dispute resolution services at the state level.
- TEA staff from the Division of Federal and State Education Policy will continue to coordinate monthly meetings with TEA's monitoring division in order to address concerns being raised as a result of systemic issues being found through on-site monitoring, special education complaints, and due process hearings. TEA will also continue to issue policy guidance to address the identified systemic findings and/or concerns.

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

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

FFY 2011 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 activities are planned for this indicator:

- TEA staff will continue to receive updates on case law related to special education by attending conferences hosted by TCASE.
- TEA staff will continue to participate in trainings and phone conferences as they are available with regard to IDEA regulations, case law, and complaint investigation procedures.
- TEA staff will continue to participate in management and communications training in order to further effect highly functioning complaints investigatory procedures.
- TEA staff will participate in the intensive Facilitated IEP project with CADRE

Improvement activities for this indicator will be ongoing through the 2012-13 school year

Part B State Annual Performance Report (APR) for 2010

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

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

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

FFY	Measurable and Rigorous Target
2010	100% of due process hearing decisions will be rendered within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

Actual Target Data for FFY 2010:

Due Process Hearing Timeline	FFY 2005 2005-06	FFY 2006 2006-07	FFY 2007 2007-08	FFY 2008 2008-09	FFY 2009 2009-10	FFY 2010 2010-11	FFY 2011 2011-12	FFY 2012 2012-13
(3) Due process complaints total	277	329	300	296	331	293	To be reported February 2013	To be reported February 2014
(3.2) Hearings (fully adjudicated)	32	45	32	33	25	14		
(a) Decisions within timeline (include expedited)	4	5	3	4	7	0		
(b) Decisions within extended timeline	28	40	29	29	18	14		
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%	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 2010:

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 2010-2011, the TEA completed the following activities to maintain the 100% compliance rate for this indicator:

- The TEA continued to provide training for hearing officers that, among other things, emphasized effective case management and the necessity of complying with the applicable timelines.
- The TEA continued to maintain the CDRMS database to monitor the mandated timelines.
- The TEA continued to evaluate the feedback it receives from the surveys on the due process hearing program to use for continuous improvement.

II. Explanation of Progress or Slippage

For the sixth year in a row, the TEA met the 100% compliance target. The TEA attributes this progress to its training on the time management of hearings and to its continued emphasis on the requirement that hearing officers issue their decisions within the regulatory timelines or within a properly extended timeline.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

I. Targets

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

II. Improvement Activities / Timelines / Resources

During 2011-2012, the TEA will continue to implement the following activities to maintain its 100% compliance rate for this indicator:

- The TEA will continue to provide training for hearing officers that, among other things, emphasizes effective case management and the necessity of complying with the applicable timelines.
- The TEA will continue to maintain the CDRMS database to monitor the mandated timelines.
- The TEA will continue to evaluate the feedback it receives from the surveys on the due process hearing program to use for continuous improvement.

Improvement activities for this indicator will be ongoing through the 2012-2013 school year.

Part B State Annual Performance Report (APR) for 2010

Monitoring Priority: Effective General Supervision Part B / General Supervision

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.

FFY	Measurable and Rigorous Target
2010	30-35% of hearing requests that go to resolution sessions will result in settlement agreements.

Actual Target Data for FFY 2010:

Resolution Meetings	FFY 2005 2005-06	FFY 2006 2006-07	FFY 2007 2007-08	FFY 2008 2008-09	FFY 2009 2009-10	FFY 2010 2010-11	FFY 2011 2011-12	FFY 2012 2012-13
(3) Due process complaints total	277	329	300	296	331	293	To be reported	To be reported
(3.1) Resolution meetings	173	240	111	112	134	89		
(a) Written settlement agreements	65	49	32	32	43	20		
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%	29%	32%	23%		

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 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 2010:

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 2010-2011, the TEA completed the following activities to improve the results for this indicator:

- The TEA continued with data collection and data analysis related to resolution sessions.
- The TEA continued to disseminate information regarding the resolution process.
- The TEA provided training to hearing officers to ensure that they have all of the information necessary to encourage the parties to participate in the resolution process.
- The TEA provided training to hearing officers to ensure that they report resolution session outcomes with accuracy.

FFY 2010 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.

- TEA consulted with other states that participate in the Center for Appropriate Dispute Resolution in Special Education's (CADRE's) listserv to find out what activities other states have engaged in to increase the number of hearing requests that go to resolution sessions.

II. Explanation of Progress or Slippage

Though the TEA did not meet the 30-35% state target for this indicator, due process hearing data reflect that only 14 out of the 293 due process hearing complaints filed resulted in a hearing. Most of the cases settled in a resolution session or a mediation session or through informal settlement negotiations. The data also reflect that the parties in a significant number of cases agreed to waive the resolution session or agreed to use the mediation process in lieu of holding a resolution session. There is also evidence that resolution sessions sometimes result in partial agreements that statistically do not count as a resolution agreement but are nonetheless beneficial in terms of moving the parties toward reaching complete resolution later. **Revisions to the targets were discussed at the January 2012 Texas Steering Committee meeting.**

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

I. Targets

Revise target to a range of 25-30%.

II. Improvement Activities / Timelines / Resources

During the 2011-2012 year, the TEA will implement the following activities to improve the results for this indicator:

- TEA will add enhancements to CDRMS to collect data regarding the reason a resolution session was not held in a case and will analyze the data collected.
- TEA will continue to disseminate information regarding the resolution process.
- TEA will continue to provide training to hearing officers to ensure that they have all of the information necessary to encourage the parties to participate in the resolution process.
- TEA will continue to provide training to hearing officers to ensure that they report resolution session outcomes with accuracy.

Improvement activities for this indicator will be ongoing through the 2012-2013 school year.

Part B State Annual Performance Report (APR) for 2010

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

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

FFY	Measurable and Rigorous Target
2010	75-80% of mediations will result in mediation agreements.

Actual Target Data for FFY 2010:

Mediation Agreements	FFY 2005 2005-06	FFY 2006 2006-07	FFY 2007 2007-08	FFY 2008 2008-09	FFY 2009 2009-10	FFY 2010 2010-11	FFY 2011 2011-12	FFY 2012 2012-13
(2) Mediation requests total	250	238	302	314	342	297	To be reported February 2013	To be reported February 2014
(2.1) Mediations held	157	145	194	191	199	190		
(a) Mediations held related to due process complaints	83	75	117	121	132	112		
(i) Mediation agreements	67	60	92	96	104	87		
(b) Mediations held not related to due process complaints	74	70	77	70	67	78		
(i) Mediation agreements	58	47	60	51	51	65		
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%	77%	78%	80%		

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 2010:

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.

During 2010-2011, TEA completed the following activities to improve the results for this indicator:

- TEA continued to provide in-house training for mediators.
- TEA informed mediators of advanced mediation training opportunities and encouraged them to participate in such trainings.
- TEA continued with data collection and data analysis related to mediation.
- TEA continued to disseminate information regarding the mediation process.
- TEA encouraged the use of the mediation process to resolve disputes before a due process hearing is initiated.

II. Explanation of Progress or Slippage

The TEA met the 75-80% target for this indicator. TEA attributes this progress to its continued work toward promoting mediation and other early dispute resolution methods. TEA continues to receive very positive feedback from stakeholders about the mediation program and will continue to strive to increase the number of mediations that result in mediation agreements.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

I. Targets

No revision to the 75-80% target.

II. Improvement Activities / Timelines / Resources

During 2011-2012, the TEA will implement the following activities to improve the results for this indicator:

- TEA will continue to provide in-house training for mediators.
- TEA will continue to inform mediators of advanced mediation training opportunities and encourage them to participate in such trainings.
- TEA will continue with data collection and data analysis related to mediation.
- TEA will continue to disseminate information regarding the mediation process.
- TEA will encourage the use of the mediation process to resolve disputes before a due process hearing or state complaint is initiated.

Improvement activities for this indicator will be ongoing through the 2012-2013 school year.

Part B State Annual Performance Report (APR) for 2010

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and
- b. Accurate, including covering the correct year and following the correct measurement.

FFY	Measurable and Rigorous Target
2010	The State will demonstrate 100% compliance in reporting timely and accurate data.

Actual Target Data for FFY 2010:

State Reported Data

	FFY 2006 2006-07	FFY 2007 2007-08	FFY 2008 2008-09	FFY 2009 2009-10	FFY 2010 2010-11	FFY 2011 2011-12	FFY 2012 2012-13
State reported data, including 618 data and annual performance reports, are: A. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and B. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).	83%	95%	95%	95%	95%	To be reported February 2013	To be reported February 2014

SPP/APR Data - Indicator 20			
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
	1	1	2
APR Score Calculation	Timely Submission Points - If the FFY 2010 APR was submitted on-time, place the number 5 in the cell on the right.		5
	Grand Total - (Sum of subtotal and Timely Submission Points) =		45.00

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/10	0	1	1	1	3
Table 2 - Personnel Due Date: 11/1/10	1	1	1	N/A	3
Table 3 - Ed. Environments Due Date: 2/1/10	0	1	1	1	3
Table 4 - Exiting Due Date: 11/1/10	1	1	1	N/A	3
Table 5 - Discipline Due Date: 11/1/10	1	1	1	N/A	3
Table 6 - State Assessment Due Date: 2/1/11	1	N/A	N/A	N/A	1
Table 7 - Dispute Resolution Due Date: 11/1/10	1	1	1	N/A	3
				Subtotal	19
618 Score Calculation			Grand Total (Subtotal X 2.143) =		40.72

Indicator #20 Calculation	
A. APR Grand Total	45.00
B. 618 Grand Total	40.72
C. APR Grand Total (A) + 618 Grand Total (B) =	85.72
Total N/A in APR	0
Total N/A in 618	0
Base	90.00
D. Subtotal (C divided by Base*) =	0.952
E. Indicator Score (Subtotal D x 100) =	95.24

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

I. Improvement Activities Completed

During 2009-2010, the TEA implemented the following activities to improve the data reporting system:

- TEA staff attended the annual OSEP Leadership Mega Conference in August 2011.
- TEA staff continued to participate in OSEP sponsored conference calls on SPP/APR submissions.
- TEA staff continued to participate in USDE sponsored conference calls on EDFacts submissions.
- TEA staff continued to participate in the planning for the online collection of valid data for Indicators 7, 11, 12, 13, and 14.

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; therefore, the state did not meet the 100% target.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

I. Targets

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

II. Improvement Activities / Timelines / Resources

During 2010-2011, the TEA will implement the following activities to improve the data reporting system:

- TEA staff will attend the annual OSEP Leadership Mega Conference in August 2012.
- TEA staff will continue to participate in OSEP sponsored conference calls on SPP/APR submissions.
- TEA staff will continue to participate in USDE sponsored conference calls on EDFacts submissions.
- TEA staff will continue to participate in the planning for the online collection of valid data for Indicators 7, 11, 12, 13, and 14

Improvement activities for this indicator will be ongoing through the 2012-2013 school year.