Annual

Performance

Report | FFY 2012

July 1, 2012 – June 30, 2013

Texas Continuous Improvement Process

Texas Education Agency
Division of Federal and State Education Policy
http://www.tea.state.tx.us/special.ed/

Submitted: February 3, 2014

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Monitoring Priority | FAPE in the LRE

Overview

February 3, 2014

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 Federal and State Education Policy'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.

Divisional 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/index2.aspx?id=2147491399.

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 are reflected in the Improvement Activities section found in Appendix A.

ESC contact information, including links to all 20 ESC websites, can be found on the TEA website at http://www.tea.state.tx.us/index2.aspx?id=2147491399.

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
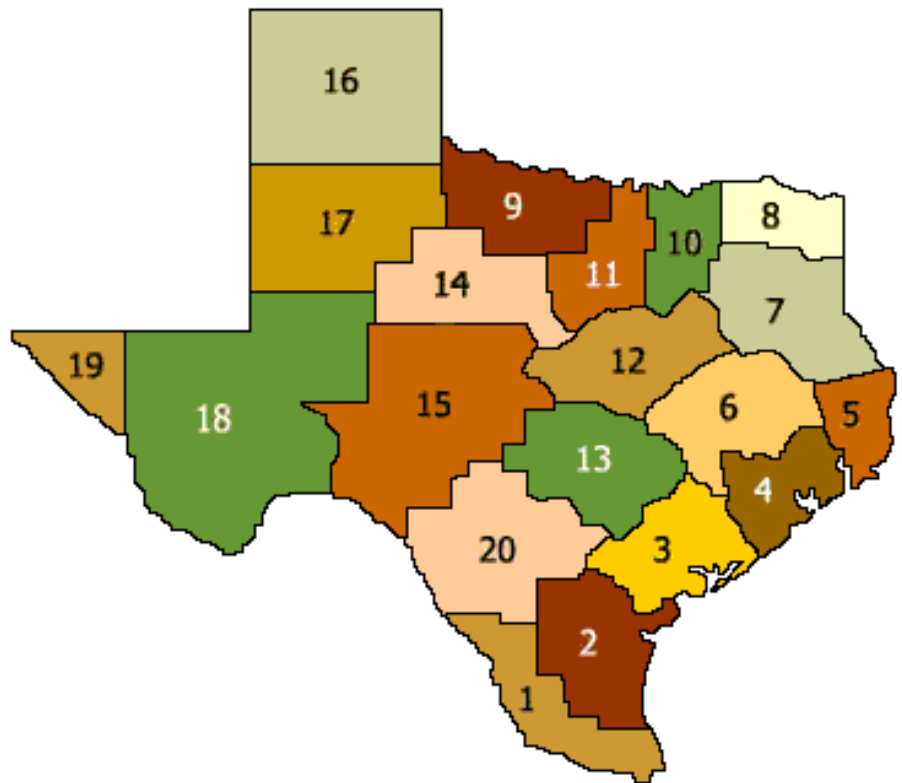
Overview of the Texas Continuous Improvement Process

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
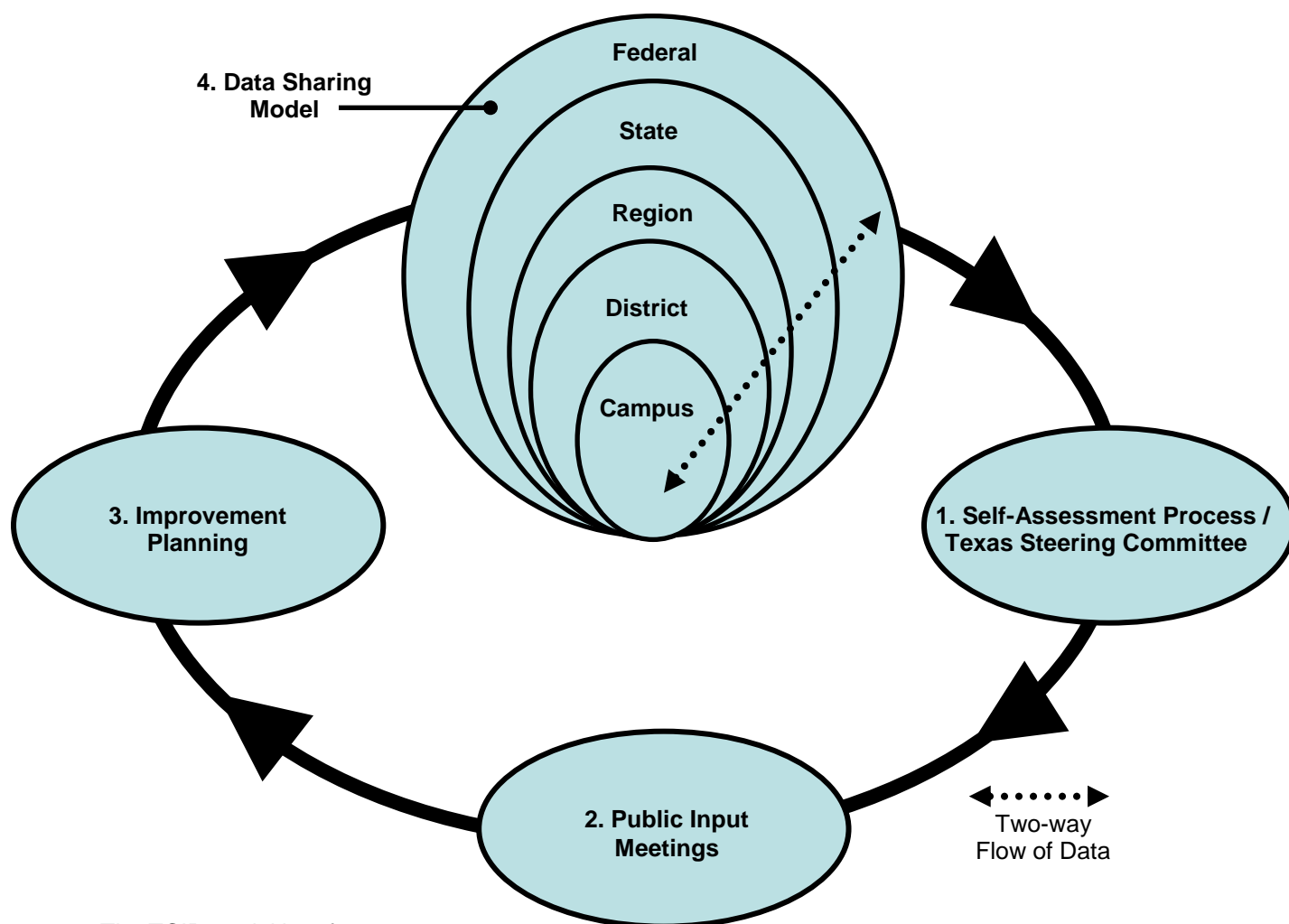
The TCIP model has four parts:

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

Another source of data the State considers in the course of continuous improvement for the future is feedback gathered through a variety of methods statewide including surveys, public forums, and stakeholder meetings.

The ESCs and the TEA collaborate in selecting which SPP indicators are selected for review and discussion based on a review of state data for the 2012-2013 school year, the following SPP Indicators were selected:

- Indicator 8: Parent Involvement
- Indicator 11: Child Find (Timely Evaluation)
- Indicator 12: Early Childhood Transition
- Indicator 13: Secondary Transitions
- Indicator 14: Post-School Outcomes

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), 2012-2013
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 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
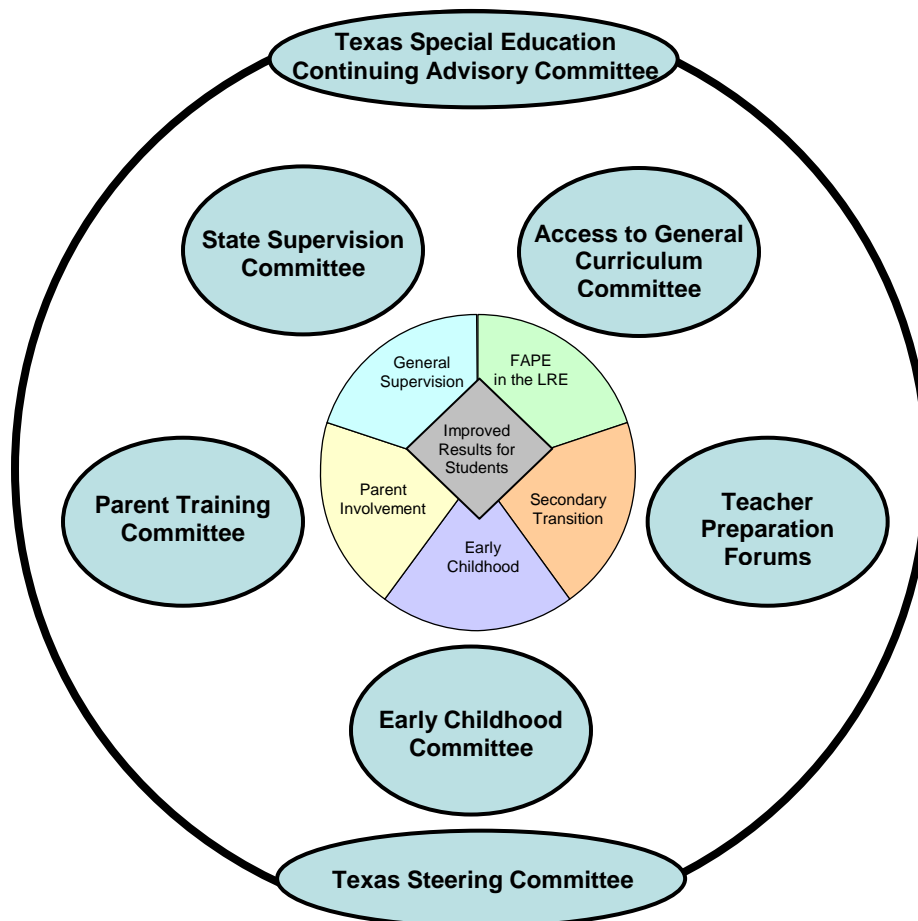
TCIP Improvement Committees

TCIP Improvement Committee	Focus
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
Continuing Advisory Committee	Provides broad perspective on Texas Continuous Improvement Process (Federally required, governor-appointed state advisory panel)
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
Parent Training	Provides advisement on the building a coordinated system of consistent, accurate information and training available to parents
State Supervision	Provides advisement on issues related to complaint resolution, mediation, due process hearings, and monitoring processes
Texas Steering Committee	Performs annual self-assessment (State Performance Plan/Annual Performance Report) and advises on Texas Continuous Improvement Process

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**

Federal

State

Region

District

Campus

Two-way
Flow of Data
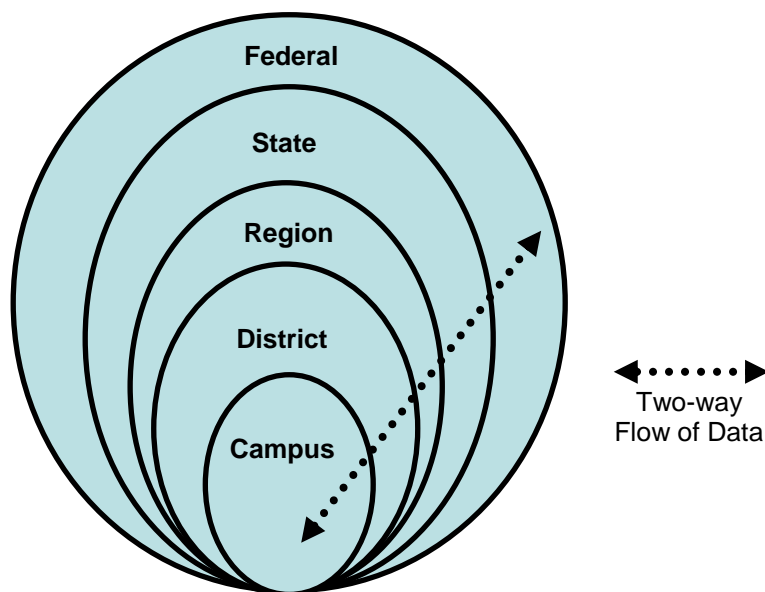
Texas Continuous Improvement Process
Alignment Map

Legal Framework (ESC 18)

State Supervision

Access to General Curriculum (ESC 20)
Assistive Technology (ESC 4)
Autism (ESC 13)
Behavior/Discipline Management (ESC 4)
Disproportionate Representation in Special Education (ESC 1)
Evaluation for Eligibility in Special Education (ESC 12)
Low Incidence Disabilities in Special Education (ESC 3)
Services for the Deaf and Hard of Hearing (ESC 10, 11, 20)
Services for the Blind and Visually Impaired (ESC 11)
Texas Autism Conference (ESC 2)
Transition and Post School Outcomes (ESC 11)

∗ Texas Center Learning Disabilities
   Intervention Supplement (UH-Houston)
∗ RtI Capacity Building Implementation
   Project (UT- Meadows Center)

General Supervision

FAPE in the LRE

Improved Results for Students

Parent Coordination (ESC 9)

Parent Training

Parent Involvement

Secondary Transition

Early Childhood

Legend
- Improvement Committees
- ∗ Institutions of Higher Education (IHE) Grants
- *Italics* ESC Statewide Leadership Functions & Projects
- ◯ SPP Indicators

Teacher Preparation Forums

Access to General Curriculum

Early Childhood

20 19 18 17 16 15 1 2 3 4 5 9 10 11 13 14 8 6 7 12

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/index2.aspx?id=2147491399.

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 2011, 2012, and 2013 Technical Assistance Update

Although the State's determination level improved from Needs Intervention to Needs Assistance, the State continues its commitment to seek technical assistance by participating in technical assistance calls with OSEP, and with the State contact through SERRC. Additionally the State participated in the following conferences and webinars:

FFY 2011

- NASDSE Annual Conference, October 2011
- National Early Childhood Transition Initiative webinars, July 2011
- SERRC Director's Meeting, April 2011
- State Directors Meeting, August 2011
- NECTAC/ECO COSF/ IEP Process Webinar, September, March, May 2011
- OSEP Project Director's Conference, July 2011
- OSEP Leadership Mega-conference, August 2011
- TA&D Network/ TACC Part C Regulations Webcast, November 2011
- ECO Improving Child Outcomes Webinar, December 2011
- FIEP Workgroup Face to Face, October 2011
- FIEP Cadre Conference Calls and Webinars, December 2011-June 2012

FFY 2012

- FIEP Cadre Conference Calls, July 2012 - Present
- SERRC Director's Meeting, November 2012
- Texas Parent to Parent Conference, November 2012
- NASDSE Annual Conference, October 2012
- National Early Childhood Transition Initiative webinars, July 2012 – August 2012
- OSEP Leadership Mega-conference, August 2012
- SERRC General Supervision Summit, February 2013
- SERRC Director's Meeting, May 2013
- OSEP Project Director's Conference, July 2013
- American Printing House for the Blind, Ex-offico Conference, October 2012
- National Summit on Deaf Education, January 2013
- Texas DeafBlind Symposium, February 2013
- Deaf Education Leadership Conference, June 2013
- NASDSE-SERRC 09-02 Conference – Denver April 2012
- CADRE F2F Training Connecticut January 2013

FFY 2013

- OSEP Leadership Conference, August 2013

- DaSy Early Childhood Data Conference, September 2013

- SERRC SSIP Regional Meeting, October 2013

- RRC Cross-Regional Meeting, October 2013

- NASDSE Annual Conference, October 2013

- Texas Parent to Parent Conference, November 2013

- Early Childhood Technical Assistance Center (ECTA) Webinars, September 2012 – August 2013

- Early Childhood Outcomes Center (ECO) Webinars, September 2012 – August 2013

- SERRC Dispute Resolution Summit, January 2013

- American Printing House for the Blind, Ex-offico Conference, October 2013

- Texas Parent Involvement Conference December 2013

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/index2.aspx?id=2147491399 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/index2.aspx?id=2147491399. 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/index2.aspx?id=2147491399.

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, 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, 18, 19, 20

*SPP Submission

Part B State Annual Performance Report (APR) for 2012 (Indicator 1)

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

The conditions for earning a general education diploma and a detailed description of the State's methodology for calculating the graduation rate can be found in the State's *2012 Consolidated State Application Accountability Workbook*, on the TEA website at: http://www.tea.state.tx.us/WorkArea/DownloadAsset.aspx?id=2147510372.

FFY	Measurable and Rigorous Target
2012	78% 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 2012:

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	25,069	24,024
b. Cohort	31,491	33,408	34,176	34,845	34,357	33,209	32,501	32,702	31,233
a / b * 100= %	75.4%	74.7%	72.7%	70.3%	69.8%	71.8%	74.4%	76.7%	76.9%

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	274,562	277,778
b. Cohort	270,911	271,218	283,698	290,662	300,488	308,427	314,079	319,588	316,758
a / b * 100= %	84.6%	84.0%	80.4%	78.0%	79.1%	80.6%	84.3%	85.9%	87.7%

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

Note: The conditions for earning a general education diploma and a detailed description of the State's methodology for calculating the graduation rate can be found in the State's *2012 Consolidated State Application Accountability Workbook*, on the TEA website at: http://www.tea.state.tx.us/WorkArea/DownloadAsset.aspx?id=2147510372.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

I.   Improvement Activities Completed

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

II.   Explanation of Progress or Slippage

The Class of 2012 (SY 2011-2012) graduation rate for students with disabilities was 76.9%. The graduation rate increased 0.2% 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 the approved conditional NCLB waiver for specific provisions under Title 1 of the ESEA of 78%.

The conditions for earning a general education diploma and a detailed description of the State's methodology for calculating the graduation rate can be found in the State's *2012 Consolidated State Application Accountability Workbook*, on the TEA website at: http://www.tea.state.tx.us/WorkArea/DownloadAsset.aspx?id=2147510372.

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, 2011-12* 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 2013:

I.   Targets

Targets for FFY 2013 are not required to be reported.

II.   Improvement Activities / Timelines / Resources

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

Improvement activities for this indicator are ongoing for the 2013-14 school year, and will be ongoing through the 2014-2015 school year.

Part B State Annual Performance Report (APR) for 2012 (Indicator 2)

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, 2011-12* which is located on the TEA website at: http://www.tea.state.tx.us/acctres/dropcomp_index.html.

FFY	Measurable and Rigorous Target
2012	The dropout rate for students with disabilities shall not exceed 9%.

Actual Target Data for FFY 2012:

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	3,696	3,508
b. Cohort	31,491	33,408	34,176	34,845	34,357	33,209	32,501	32,702	31,233
a / b * 100= %	6.3%	6.8%	10.6%	13.9%	14.5%	14.1%	12.1%	11.3%	11.2%

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	21,813	20,032
b. Cohort	270,911	271,218	283,698	290,662	300,488	308,427	314,079	319,588	316,758
a / b * 100= %	3.9%	4.3%	8.8%	11.4%	10.5%	9.4%	7.3%	6.8%	6.3%

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

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that occurred for FFY 2012:

I.   Improvement Activities Completed

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

II.   Explanation of Progress or Slippage

The Class of 2012 (SY 2011-2012) dropout rate for students with disabilities was 11.2%. The dropout rate decreased 0.1% from the previous year. The 0.1% decrease could be attributed to continued 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 9%.

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 continuing to leverage 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, 2011-12* 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 was developed and implemented for 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. Based on data collected, decision for reimplementation of pilot program for fall 2012 was made.

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. Pilot program reimplementation of EWDS at select LEAs to further refine the tool.

Spring 2013   Data collection and results review of EWDS from piloted LEAs to determine effectiveness of the tool.

Summer 2013   Development of reports for use at local, regional, and state levels as well as guidance and resources for LEAs struggling with dropout.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

I.   Targets

Targets for FFY 2013 are not required to be reported.

II.   Improvement Activities / Timelines / Resources

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

Improvement activities for this indicator are ongoing for the 2013-14 school year, and will be ongoing through the 2014-2015 school year.

Part B State Annual Performance Report (APR) for 2012 (Indicator 3)

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/AMO 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. AMO percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO 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
2012	Indicator 3A 100%
	Indicator 3B Participation on Math Assessments = 95% (per approved NCLB waiver) Participation on Reading Assessments = 95% (per approved NCLB waiver)
	Indicator 3C Proficiency on Math Assessments = 75% (per approved NCLB waiver) Proficiency on Reading Assessments = 75% (per approved NCLB waiver)

Actual Target Data for FFY 2012:

Table 3A Statewide AYP/AMO	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/AMO*	78	38	318	151	236	300	299	535
Districts that met AYP/AMO*	550	560	232	345	207	125	77	89
Total Number of Districts**	628	598	550	496	443	425	376	624
% of Districts that Met AYP/AMO*	88%	94%	42%	70%	47%	29%	20.5%	14.3%

Source: Assessment data reported in the Consolidated State Performance Report (CSPR) reporting on ESEA

*Annual Measurable Objectives represents new baseline data year for FFY 2012 due to approval of NCLB waiver.

**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 AMO Results at the Campus, District, and State levels
can be found on the Texas Education Agency website at:

http://ritter.tea.state.tx.us/perfreport/account/2013/

Additional assessment results reporting can be found at:

http://www.tea.state.tx.us/student.assessment/results/

and

http://www.tea.state.tx.us/index2.aspx?id=2147497591

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.

State of Texas Assessments of Academic Readiness (STAAR™) Beginning in spring 2012, the State of Texas Assessments of Academic Readiness (STAAR™) replaced the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program at grades 3–8 assesses the same subjects and grades that were assessed on TAKS. At high school, however, grade-specific assessments were replaced with 12 end-of-course (EOC) assessments: Algebra I, geometry, Algebra II, biology, chemistry, physics, English I, English II, English III, world geography, world history, and U.S. history. STAAR is administered for:

- Grades 3–8 reading

- Grades 3–8 mathematics

- Grades 4 and 7 writing

- Grade 10 and exit level English language arts (ELA)

- Grades 5, 8 science

- Grades 8 social studies

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

- Grades 3–5 reading

- Grades 3–5 mathematics

- Grade 4 writing

- Grade 5 science

STAAR–Modified
The State of Texas Assessments of Academic Readiness Modified (STAAR™ Modified) replaced the Texas Assessment of Knowledge and Skills–Modified (TAKS–M) beginning in the 2011–2012 school year for third through entering ninth grade students who meet the STAAR Modified participation requirements. STAAR Modified includes end-of-course (EOC) assessments and new grades 3–8 assessments implemented in the 2011–2012 school year.

STAAR–Alternate
The State of Texas Assessments of Academic Readiness Alternate (STAAR™ Alternate) replaced Texas Assessment of Knowledge and Skills–Alternate (TAKS–Alt) beginning in the 2011–2012 school year. STAAR Alternate is designed for the purpose of assessing students in grades 3–8 and high school that have significant cognitive disabilities and are receiving special education services.

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 2012:

Table 3B.1 Statewide Participation Rate, Math	FFY 2008 2008-09		FFY 2009 2009-10		FFY 2010 2010-11		FFY 2011 2011-12		FFY 2012[1] 2012-13	
	#	%	#	%	#	%	#	%	#	%
a. # of children with IEPs in grades 3-8, 10	252,714	- - -	246,028	- - -	245,009	- - -	238,701	- - -	302,121	- - -
b. # of children with IEPs in regular assessment with no accommodations	35,403	14%	30,882	13%	29,448	12%	114,943	49%	44,066	15%
c. # of children with IEPs in regular assessment with accommodations[2]	95,279	38%	90,460	37%	93,491	38%	11,726[2]	5%	110,153	36%
d. # of children with IEPs in alternate assessment against grade level standards[3]	0	0%	0	0%	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%	85,930	36%	114,854	38%
f. # of children with IEPs in alternate assessment against alternate achievement standards	19,076	8%	21,216	9%	22,961	9%	24,559	10%	29,622	10%
g. # of children with IEPs who took an out of level test[3]	0	0%	0	0%	0	0%	0	0%	0	0%
Participants, Grades 3-8, 10	250,309	99%	244,181	99%	243,301	99%	237,158	99%	298,695	99%
Non-participants	2,405	1%	1,847	1%	1,708	1%	1,543	1%	3,426	1%

Source for FFY 2012: Source: EDFacts file C185 - Assessment Participation in Mathematics submitted 12/19/13 under the approved conditional NCLB waiver for specific provisions under Title 1 of the ESEA.

[1]2012-13 EDFacts participation reported for all High School grade levels and represents new baseline data year for FFY 2012 due to approval of NCLB waiver.

[2]FFY 2011 grade 3-8 STAAR assessments did not include an accommodated version, only secondary grades remaining under TAKS-Accommodated are included in this number

[3]Not a testing option in the Statewide Assessment Program

Table 3B.1	FFY 2005 2005-06		FFY 2006 2006-07		FFY 2007 2007-08	
Statewide Participation Rate, Math	#	%	#	%	#	%
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 for FFY 2005-2011: Adequate Yearly Progress Dataset used for accountability reporting under Title 1 of the ESEA

Actual Target Data for FFY 2012:

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[1] 2012-13	
	#	%	#	%	#	%	#	%	#	%
a. # of children with IEPs in grades 3-8, 10	254,159	- - -	246,765	- - -	245,700	- - -	239,412	- - -	313,452	- - -
b. # of children with IEPs in regular assessment with no accommodations	40,943	16%	34,736	14%	32,530	13%	114,038	48%	56,339	18%
c. # of children with IEPs in regular assessment with accommodations[2]	94,304	37%	90,860	37%	94,086	38%	13,155[2]	6%	104,004	33%
d. # of children with IEPs in alternate assessment against grade level standards[3]	0	0%	0	0%	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%	85,583	36%	115,679	37%
f. # of children with IEPs in alternate assessment against alternate achievement standards	19,052	7%	21,205	9%	22,957	9%	24,650	10%	32,316	10%
g. # of children with IEPs who took an out of level test[3]	0	0%	0	0%	0	0%	0	0%	0	0%
Participants, Grades 3-8, 10	251,150	99%	244,363	99%	243,619	99%	237,426	99%	308,338	98%
Non-participants	2,949	1%	2,402	1%	2,081	1%	1,986	1%	5,094	2%

Source for FFY 2012: Source: EDFacts file C185 - Assessment Participation in Reading (Language Arts) submitted 12/19/13 under the approved conditional NCLB waiver for specific provisions under Title 1 of the ESEA.

[1]2012-13 EDFacts participation reported for all High School grade levels and represents new baseline data year for FFY 2012 due to approval of NCLB waiver.

[2]FFY 2011 grade 3-8 STAAR assessments did not include an accommodated version, only secondary grades remaining under TAKS-Accommodated are included in this number

[3]Not a testing option in the Statewide Assessment Program

Table 3B.2	FFY 2005 2005-06		FFY 2006 2006-07		FFY 2007 2007-08	
Statewide Participation Rate, Reading	**#**	**%**	**#**	**%**	**#**	**%**
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 for FFY 2005-2011: Adequate Yearly Progress Dataset used for accountability reporting under Title 1 of the ESEA

FFY 2012 Participation Rate by Grade, Math

	a. # of children with IEPs in grades assessed		b. # of children with IEPs in regular assessment with no accommodations		c. # of children with IEPs in regular assessment with accommodations		d. # of children with IEPs in alternate assessment against grade level standards		e. # of children with IEPs in alternate assessment against modified achievement standards		f. # of children with IEPs in alternate assessment against alternate achievement standards	
3	33,762	11%	7,198	16%	12,168	11%	NA	NA	9,933	9%	4,286	14%
4	36,345	12%	5,754	13%	13,347	12%	NA	NA	12,794	11%	4,257	14%
5	37,644	12%	4,543	10%	13,546	12%	NA	NA	15,408	13%	4,062	14%
6	36,582	12%	3,922	9%	13,850	13%	NA	NA	14,623	13%	3,940	13%
7	33,796	11%	3,238	7%	12,940	12%	NA	NA	13,831	12%	3,494	12%
8	32,479	11%	3,029	7%	12,185	11%	NA	NA	13,626	12%	3,438	12%
High School	91,513	30%	16,382	37%	32,117	29%	NA	NA	34,639	30%	6,145	21%
Total	302,121	100%	44,066	100%	110,153	100%	NA	NA	114,854	100%	29,622	100%

Source: EDFacts file C185 - Assessment Participation in Mathematics submitted 12/19/13 under the approved conditional NCLB waiver for specific provisions under Title 1 of the ESEA.

FFY 2012 Participation Rate by Grade, Reading

	a. # of children with IEPs in grades assessed		b. # of children with IEPs in regular assessment with no accommodations		c. # of children with IEPs in regular assessment with accommodations		d. # of children with IEPs in alternate assessment against grade level standards		e. # of children with IEPs in alternate assessment against modified achievement standards		f. # of children with IEPs in alternate assessment against alternate achievement standards	
3	33,786	11%	7,624	14%	10,072	10%	NA	NA	11,544	10%	4,286	13%
4	36,385	12%	6,211	11%	11,483	11%	NA	NA	14,160	12%	4,256	13%
5	37,677	12%	5,288	9%	12,019	12%	NA	NA	16,175	14%	4,062	13%
6	36,658	12%	4,951	9%	12,474	12%	NA	NA	15,000	13%	3,940	12%
7	34,056	11%	4,684	8%	12,203	12%	NA	NA	13,329	12%	3,495	11%
8	32,839	10%	4,793	9%	11,340	11%	NA	NA	13,025	11%	3,437	11%
High School	102,051	33%	22,788	40%	34,413	33%	NA	NA	32,446	28%	8,840	27%
Total	313,452	100%	56,339	100%	104,004	100%	NA	NA	115,679	100%	32,316	100%

Source: EDFacts file C188 - Assessment Participation in Reading (Language Arts) submitted 12/19/13 under the approved conditional NCLB waiver for specific provisions under Title 1 of the ESEA.

Actual Target Data for FFY 2012:

Table 3C.1	FFY 2008 2008-09		FFY 2009 2009-10		FFY 2010 2010-11		FFY 2011 2011-12		FFY 2012[1] 2012-13	
Statewide Proficiency Rate, Math	#	%	#	%	#	%	#	%	#	%
a. # of children with IEPs in grades assessed	250,309	- -	244,181	- -	243,301	- -	237,158	- -	298,695	- -
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%	64,878	46%	27,421	16%
c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations[2]	42,145	26%	45,886	27%	48,096	28%	2,188[2]	2%	47,714	28%
d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards[3]	0	0%	0	0%	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%	51,787	37%	71,652	43%
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%	21,031	15%	21,330	13%
Total Proficient	159,619	64%	171,534	70%	174,065	71%	139,884	59%	168,117	56%

Source for FFY 2012: Source: EDFacts file C185 - Assessment Participation in Mathematics submitted 12/19/13 under the approved conditional NCLB waiver for specific provisions under Title 1 of the ESEA.

[1]2012-13 EDFacts participation reported for all High School grade levels and represents new baseline data year for FFY 2012 due to approval of NCLB waiver.

[2]FFY 2011 grade 3-8 STAAR assessments did not include an accommodated version, only secondary grades remaining under TAKS-Accommodated are included in this number

[3]Not a testing option in the Statewide Assessment Program

Table 3C.1	FFY 2005 2005-06		FFY 2006 2006-07		FFY 2007 2007-08	
Statewide Proficiency Rate, Math	#	%	#	%	#	%
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 for FFY 2005-2011: Adequate Yearly Progress Dataset used for accountability reporting under Title 1 of the ESEA

Actual Target Data for FFY 2012:

Table 3C.2	FFY 2008 2008-09		FFY 2009 2009-10		FFY 2010 2010-11		FFY 2011 2011-12		FFY 2012[1] 2012-13	
Statewide Proficiency Rate, Reading	#	%	#	%	#	%	#	%	#	%
a. # of children with IEPs in grades assessed	251,210	- - -	244,278	- - -	243,541	- - -	237,426	- - -	308,338	- - -
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%	68,606	46%	31,324	17%
c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations[2]	52,900	29%	53,206	28%	53,776	29%	6,128[2]	4%	43,647	24%
d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards[3]	0	0%	0	0%	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%	53,279	36%	84,849	47%
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%	20,978	14%	22,463	12%
Total Proficient	183,890	73%	187,002	77%	186,130	76%	148,991	63%	182,283	59%

Source for FFY 2012: Source: EDFacts file C185 - Assessment Participation in Reading (Language Arts) submitted 12/19/13 under the approved conditional NCLB waiver for specific provisions under Title 1 of the ESEA.

[1]2012-13 EDFacts participation reported for all High School grade levels and represents new baseline data year for FFY 2012 due to approval of NCLB waiver.

[2]FFY 2011 grade 3-8 STAAR assessments did not include an accommodated version, only secondary grades remaining under TAKS-Accommodated are included in this number

[3]Not a testing option in the Statewide Assessment Program

Table 3C.2	FFY 2005 2005-06		FFY 2006 2006-07		FFY 2007 2007-08	
Statewide Proficiency Rate, Reading	#	%	#	%	#	%
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 for FFY 2005-2011: Adequate Yearly Progress Dataset used for accountability reporting under Title 1 of the ESEA

FFY 2012 Proficiency Rate by Grade, Math

	a. # of children with IEPs in grades assessed		b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations		c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations		d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards		e. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against modified achievement standards		f. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards	
3	33,585	11%	4,732	17%	4,045	8%	NA	NA	6,399	9%	3,099	15%
4	36,152	12%	3,715	14%	4,099	9%	NA	NA	8,480	12%	3,204	15%
5	37,559	13%	3,742	14%	8,173	17%	NA	NA	12,327	17%	3,054	14%
6	36,335	12%	2,436	9%	4,366	9%	NA	NA	8,778	12%	2,864	13%
7	33,503	11%	1,728	6%	4,261	9%	NA	NA	8,319	12%	2,518	12%
8	32,278	11%	2,102	8%	7,623	16%	NA	NA	10,411	15%	2,459	12%
High School	89,283	30%	8,966	33%	15,147	32%	NA	NA	16,938	24%	4,132	19%
Total	298,695	100%	27,421	100%	47,714	100%	NA	NA	71,652	100%	21,330	100%

Source: EDFacts file C175 - Academic Achievement in Mathematics submitted 12/19/13 under the approved conditional NCLB waiver for specific provisions under Title 1 of the ESEA.

FFY 2012 Proficiency Rate by Grade, Reading

	a. # of children with IEPs in grades assessed		b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations		c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations		d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards		e. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against modified achievement standards		f. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards	
3	33,526	11%	5,422	17%	4,690	11%	NA	NA	8,214	10%	3,036	14%
4	36,110	12%	3,944	13%	3,956	9%	NA	NA	9,715	11%	3,030	13%
5	37,544	12%	4,293	14%	7,151	16%	NA	NA	14,483	17%	2,843	13%
6	36,365	12%	2,581	8%	3,414	8%	NA	NA	9,963	12%	2,784	12%
7	33,711	11%	2,527	8%	3,964	9%	NA	NA	8,885	10%	2,448	11%
8	32,595	11%	3,284	10%	6,320	14%	NA	NA	10,541	12%	2,378	11%
High School	98,487	32%	9,273	30%	14,152	32%	NA	NA	23,048	27%	5,944	26%
Total	308,338	100%	31,324	100%	43,647	100%	NA	NA	84,849	100%	22,463	100%

Source: EDFacts file C178 - Academic Achievement in Reading (Language Arts) submitted 12/19/13 under the approved conditional NCLB waiver for specific provisions under Title 1 of the ESEA.

Instrument Crosswalk for Table 3B.1&2

Reporting Category	2004-05, 2005-06, 2006-07	2007-08 to 2010-11	2011-12	2012-13 to Present
a. # of children with IEPs in grades assessed	TAKS, SDAA II, LDAA	TAKS, TAKS-M, TAKS-Alt	STAAR, STAAR Modified, STAAR Alternate, TAKS, TAKS-M, TAKS-Alt	STAAR, STAAR Modified, STAAR Alternate, TAKS, TAKS-M, TAKS-Alt
b. # of children with IEPs in regular assessment with no accommodations	TAKS	TAKS	STAAR and TAKS	STAAR and TAKS
c. # of children with IEPs in regular assessment with accommodations	TAKS with accommodations	TAKS with Accommodations	TAKS with Accommodations	STAAR and TAKS with Accommodations
d. # of children with IEPs in alternate assessment against grade level standards	SDAA II on grade level	NA	NA	NA
e. # of children with IEPs in alternate assessment against modified achievement standards	NA	TAKS-M	STAAR Modified and TAKS-M	STAAR Modified and TAKS-M
f. # of children with IEPs in alternate assessment against alternate achievement standards	*SDAA II off grade level and LDAA, 2004-05 and 2005-06; LDAA 2006-07*	TAKS-Alt	STAAR Alternate and TAKS-Alt	STAAR Alternate and TAKS-Alt
g. # of children with IEPs who took an out of level test	*SDAA II off grade level, 2006-07*	NA	NA	NA

Instrument Crosswalk for Table 3C.1&2

Reporting Category	2004-05, 2005-06, 2006-07	2007-08 to 2010-11	2011-12	2012-13 to Present
a. # of children with IEPs in grades assessed	TAKS, SDAA II, LDAA	TAKS, TAKS-M, TAKS-Alt	STAAR, STAAR Modified, STAAR Alternate, TAKS, TAKS-M, TAKS-Alt	STAAR, STAAR Modified, STAAR Alternate, 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	STAAR and TAKS	STAAR and 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	TAKS with Accommodations	STAAR and 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	NA	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	STAAR Modified and TAKS-M	STAAR Modified and TAKS-M
f. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards	*SDAA II off grade level and LDAA, 2004-05 and 2005-06; LDAA 2006-07*	TAKS-Alt	STAAR Alternate and TAKS-Alt	STAAR Alternate and TAKS-Alt

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

I.   Improvement Activities Completed

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

II.   Explanation of Progress or Slippage

Texas was granted a waiver from No Child Left Behind on September 30, 2013. FFY 2012 represents a new baseline year. Therefore, the state is not able to determine progress or slippage.

With the granting of the NCLB waiver, AYP has been superseded to allow for a more flexible, state-specific approach to identifying schools in need of intervention. Starting in the 2013–2014 school year, Texas LEAs and campuses will aim to meet federally approved annual measurable objectives in the areas of performance, participation, and graduation, and limits on use of alternative assessments. Beginning in the 2013–2014 school year, TEA will identify "Priority" or "Focus" Title I schools, as follows:

- "Priority" designates 5% of Title I campuses, consisting of School Improvement Grant-Texas Title I Priority Schools (SIG-TTIPS), high schools with graduation rates less than 60%, and lowest-performing schools based on statewide reading and math assessments.
- "Focus" designates 10% of Title I campuses, based on the widest gaps between student performance and the federal targets of 75% (known as "system safeguards").

Performance rates calculated for the federal accountability safeguard system are the disaggregated performance rates for Reading/English language arts and Mathematics subjects only. As described in the approved NCLB waiver, the performance rate targets are set at 75% for the 2012-13 school year for each student group evaluated. The targets for participation rates, graduation rates, and limits on use of STAAR Alternate and STAAR Modified are the same targets used for the 2013 state accountability system safeguards which are aligned to federal requirements. Note that the federal accountability system safeguards apply the same AMO targets to all districts and campuses, including charter districts and alternative education campuses.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

I.   Targets

Targets for FFY 2013 are not required to be reported.

II.   Improvement Activities / Timelines / Resources

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

Improvement activities for this indicator will continue during the 2013-2014 school year, and will be ongoing through the 2014-2015 school year.

Part B State Annual Performance Report (APR) for 2012 (Indicator 4A)

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:

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.

The State's definition of significant discrepancy is any district exceeding the 2.22 rate difference threshold in 2012-2013. Comparison groups consist of district-level data.

Minimum "n" Size Requirements

Districts must have at least 40 students receiving special education services and there must be at least 100 enrolled students in the district. Additionally there must be at least five students receiving special education services who also received a discipline action that resulted in a cumulative removal of greater than 10 days.

1083 districts were excluded from the analysis based on the state established minimum "n" size requirements.

A detailed description of the updated methodology used for Indicator 4A can be found on the TEA website at http://www.tea.state.tx.us/index2.aspx?id=2147497414 .

FFY	Measurable and Rigorous Target
2012	0% of districts with a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 school days in a school year.

Identification and Notification of Districts in FFY 2012

The TEA, using the methodology referenced previously, identified 3 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 3 identified districts were required, through a self-assessment, 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. These processes were then analyzed by one of the State's Educational Services Centers under the direction of TEA.

All 3 districts submitted assurance statements reflecting compliance with policies, procedures, and practices, and a review of the data by the State did not reveal any noncompliance.

Note:
For FFY 2011 the TEA reported that six districts were identified as having a significant discrepancy in the rate of suspensions and expulsions of greater than ten days in a school year for children with IEPs. The TEA reported that it reviewed the districts' policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA, as required by 34 CFR §300.170(b) for the districts identified with significant discrepancies in FFY 2011. The TEA did not identify noncompliance through this review. Therefore there is no information to report concerning any correction of findings identified in FFY 2011 for this indicator.

Actual Target Data for FFY 2012:

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	6*	3
b. Total districts	1,242	1,237	1,230	1,247	1,256	1,249	1,231
c. # of districts that reported noncompliance related to the review of policies, procedures, and practices	0	0	0	0	0	0	0
Calculation: a / b * 100	0.6%	0.1%	1.1%	0.5%	1%	0.5%	0.24%

Source: Public Education Information Management System (PEIMS) Datasets

*State revised its methodology for identifying districts

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

I. Improvement Activities Completed

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

II. Explanation of Progress or Slippage

In FFY 2012, 3 districts were identified as having a significant discrepancy, a decrease from 6 districts identified from FFY 2011. Although the State decreased from 0.5% to 0.24%, the State did not meet the 0% target.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

I. Targets

Targets for FFY 2013 are not required to be reported.

II. Improvement Activities / Timelines / Resources

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

Improvement activities for this indicator will continue during the 2013-2014 school year, and will be ongoing through the 2014-2015 school year.

Part B State Annual Performance Report (APR) for 2012 (Indicator 4B)

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:**
>
> 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.
>
> The State's definition of significant discrepancy is any district exceeding the 3.47 rate difference threshold in 2011-2012. Comparison groups consist of district-level data.
>
> **Minimum "n" Size Requirement**
>
> Districts must have at least 40 students receiving special education services and there must be at least 100 enrolled students in the district. Additionally there must be at least three students of a specific race or ethnicity receiving special education services who also received a discipline action that resulted in a cumulative removal of greater than 10 days.
>
> 959 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 4B can be found on the TEA website at http://www.tea.state.tx.us/index2.aspx?id=2147497414 .

FFY	Measurable and Rigorous Target
2012	0% of districts with a significant discrepancy, by race or ethnicity, in the rates of suspension and expulsions of students with disabilities for greater than 10 school days in a school year; and 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.

Identification and Notification of Districts in FFY 2012

The TEA, using the methodology referenced previously, identified 9 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.

The 6 identified districts were required, through a self-assessment, 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. These processes were then analyzed by one of the State's Educational Services Centers under the direction of TEA.

All 6 districts submitted assurance statements reflecting compliance with policies, procedures, and practices, and a review of the data by the State did not reveal any noncompliance.

Note:
For FFY 2011 the TEA reported that nine districts were identified as having a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten days in a school year for children with IEPs. The TEA reported that it reviewed the districts' policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA, as required by 34 CFR §300.170(b) for the districts identified with significant discrepancies in FFY 2011. The TEA did not identify noncompliance through this review. Therefore there is no information to report concerning any correction of findings identified in FFY 2011 for this indicator.

Actual Target Data for FFY 2012:

Indicator 4B Suspensions/Expulsions, Students with Disabilities

	FFY 2009 2008-09	FFY 2010 2009-10	FFY 2011* 2010-11*	FFY 2012 2011-12
a. # of districts with significant discrepancy	6	16	9*	6
b. Total districts	1,247	1,256	1,249	1,231
c. # of districts that reported noncompliance related to the review of policies, procedures, and practices	0	0	0	0
Calculation: c / b * 100	0.5%	1.3%	0%	0%

Source: Public Education Information Management System (PEIMS) Datasets

*State revised its methodology for identifying districts

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

I.   Improvement Activities Completed

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

II.   Explanation of Progress or Slippage

In FFY 2012, 6 districts were identified as having a significant discrepancy, a decrease from 9 districts identified from FFY 2010. After all 6 districts submitted assurance statements reflecting compliance with policies, procedures, and practices, and a review of the data by the State, the State did not identify any noncompliance. The State met the FFY target of 0% of districts with a significant discrepancy, by race or ethnicity, in the rates of suspension and expulsions of students with disabilities for greater than 10 school days in a school year; and 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.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

I.   Targets

Targets for FFY 2013 are not required to be reported.

II.   Improvement Activities / Timelines / Resources

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

Improvement activities for this indicator will continue during the 2013-2014 school year, and will be ongoing through the 2014-2015 school year.

Part B State Annual Performance Report (APR) for 2012 (Indicator 5)

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
2012	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%. 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%. 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%.

Actual Target Data for FFY 2012:

Educational Environments, ages 6-21	FFY 2008 2008-09		FFY 2009 2009-10		FFY 2010 2010-11		FFY 2011 2011-12		FFY 2012 2012-2013	
	#	%	#	%	#	%	#	%	#	%
A. Inside the regular class 80% or more of the day	276,156	67%	270,621	67%	268,385	67%	266,226	67%	262,164	66%
B. Inside the regular class less than 40% of the day	50,434	12%	50,476	13%	51,181	13%	52,354	13%	53,479	14%
C. In separate schools, residential facilities, or homebound/hospital placements	4,909	1%	4,955	1%	4,836 [1,153]*	1%	4,819 [1,187]*	1%	4,841 [1,051]*	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%	74,333	19%	73,503	19%
Total Students, Ages 6-21	412,893	100%	402,265	100%	400,525	100%	398,919	100%	395,038	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 , FFY 2011, and FFY 2012 includes two additional setting totals. The non-bracketed number matches what Row C requires to be submitted. The bracketed number includes the total number of students from two additional settings (Correctional Facilities + 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.

	FFY 2005 2005-06		FFY 2006 2006-07		FFY 2007 2007-08	
Educational Environments, ages 6-21	**#**	**%**	**#**	**%**	**#**	**%**
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%	55911	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	*No Instructional Setting*	*82*	*RCT, Resource room < 21%*
40	*Mainstream*	*91*	*Off Home Campus, Mainstream*
41	*Resource room < 21%*	*92*	*Off Home Campus, Resource room <21%*
81	*Residential Care & Treatment (RCT), Mainstream*		

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

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

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

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

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

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

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

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

Correctional facilities
All children receiving special education in short-term detention facilities (community-based or residential), or correctional facilities.

- *Windham School District*
- *Texas Juvenile Justice Department (TJJD)*

Parentally Placed in Private Schools
Children with disabilities who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan. Include children whose parents chose to home-school them, but who receive special education and related services at the public expense. Do not include children who are placed in private schools by the LEA.
These parentally-placed private school children are coded on the 101 STUDENT DATA –DEMOGRAPHIC record, E1000 STUDENT ATTRIBUTION CODE as "12" for "Private School" (see code translation below).
Student Attribution Code 12 – Private School
Student is a student with a disability enrolled by their parent(s) in a private school (including a home school) but who receives special education and/or related services from the public school district under an individualized services plan (ISP). [For Special Education Use Only]
Note: dually enrolled students ages 3-4 must not be included in this count. However, students, ages 3-4, whose parents decline dual enrollment and who receive special education and/or related services from the public school district under an ISP must be included in this count.

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 2012:

I.   Improvement Activities Completed

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

II.   Explanation of Progress or Slippage

5A. The State did not meet the 68% or higher target (66%).

5B. The State did not meet the 10% or lower target (14%).

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

The percentage of students with IEPs served inside the regular class 80% or more of the day (5A) has remained relatively static for the past four years at 66-67%. Since FFY 2008, the total number of students counted in 5A has declined between 1-2% each year and is proportional to the overall total population decline reported.

The percentage of students with IEPs served inside the regular class less than 40% of the day (5B) has also remained static for the past three years at 13-14%. There has been a slight increase over time in the total number of students counted in 5B. This increase may be the result of the continued decrease in the number of students enrolled in separate schools, residential facilities, or homebound/hospital placements (5C) who have returned to a regular campus and are transitioning to a less restrictive environment.

Data for Indicator 5C remained static at 1% and includes two additional settings (Correctional Facilities and Parentally Placed in Private Schools) required in the Sec. 618 Data Collection.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

I.   Targets

Targets for FFY 2013 are not required to be reported.

II.   Improvement Activities / Timelines / Resources

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

Improvement activities for this indicator will continue during the 2013-2014 school year, and will be ongoing through the 2014-2015 school year.

Part B State Annual Performance Report (APR) for 2012 (Indicator 6)

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
2012	Indicator 6A 30% Indicator 6B 17%

Actual Target Data for FFY 2012:

Educational Environments, ages 3-5	FFY 2010 2010-11		FFY 2011 2011-12		FFY 2012 2012-2013	
	#	%	#	%	#	%
A. Attending a regular early childhood program and receiving majority of special education and related services in a regular early childhood program	9,097	22%	8,771	22%	13,593	31%
B. Attending a special education program (not in any regular early childhood program) in separate special education class, separate school or residential facility placements	7,855	19%	8,059	20%	7,305	17%
C. Attending a regular early childhood program and receiving majority of special education and related services in some other location	4,164	10%	4,108	10%	16,335	37%
D. Attending neither a regular early childhood program nor special education program, and receiving the majority of special education and related services at home, the service provider location, or some other location not listed	20,378	49%	19,818	49%	6,716	15%
Total Students, Ages 3-5	41,494	100%	40,756	100%	43,949	100%

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

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

I. Improvement Activities Completed:

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

II. Explanation of Progress or Slippage

Beginning in FFY 2010 data collection language in the AFDR specified "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".

Data from FFY 2010 and data from FFY 2011 were analyzed with regards to the number of children ages 3-5 reported in the corresponding Annual Federal Data Reports attending; neither a regular early childhood program nor special education program, and receiving the majority of special education and related services at home, the service provider location, or some other location not listed (D).

During this analysis, the State found that a large percentage of students reported in this category for both FFY 2010 and FFY 2011 were identified in the State Public Education Information Management System (PEIMS) with a code of 00 (No Instructional Arrangement) which indicates that a student is receiving speech therapy services and an instructional arrangement/setting (e.g., mainstream, resource room) is not appropriate. This code may also be used for a student who receives only speech therapy or for a student who receives speech therapy as well as one or more special education related services (i.e., supportive services that do not constitute instructional services, such as occupational therapy or physical therapy).

Based on these findings, the State determined the need to add an additional data collection element for children ages 3-5, and began use of location codes during the fall 2012 data collection period. .

The information collected from the location codes allowed the State to correctly report in the AFDR for FFY 2012 students aged 3-5 attending a regular early childhood program.

The baseline data and subsequent targets reported in the FFY 2011 were based on data reported in the FFY 2012 AFDR.

The State met its targets for 6A (31%) and 6B (17%).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

I. Targets

Targets for FFY 2013 are not required to be reported.

II. Improvement Activities / Timelines / Resources

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

Improvement activities for this indicator will continue during the 2013-2014 school year, and will be ongoing through the 2014-2015 school year.
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Part B State Annual Performance Report (APR) for 2012 (Indicator 7)

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

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
2012	**Indicator 7A** **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 **79%**. **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 **61%**. **Indicator 7B** **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 **80%**. **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 **57%**. **Indicator 7C** **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 **81%**. **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 **72%**.

Actual Target Data for FFY 2012:

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	109	0.8%	108	0.8%	112	0.8%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1,745	12.9%	1,963	14.5%	1,365	10.1%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	3,314	24.5%	3,628	26.8%	2,155	15.9%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	4,981	36.8%	5,328	39.4%	4,917	36.4%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	3,378	25.0%	2,500	18.5%	4,978	36.8%
Total (a + b + c + d + e)	13,527		13,527		13,527	

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)		81.7%		81.2%		82.7%
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)		61.8%		57.9%		73.2%

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%	81.2%	81.7%
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%	62.1%	61.8%

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%	80.8%	81.2%
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%	58.7%	57.9%

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%	82.7%	82.7%
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%	73.1%	73.2%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

I. Improvement Activities Completed

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

II. Explanation of Progress or Slippage

In FFY 2012, districts reported progress data on 13,527 students participating in a Preschool Program for Children with Disabilities (PPCD) who met the State's entry and exit level definitions. This reflected an increase of 586 children from the previous reporting year. Progress data is only reported on children who received at least 6 months in a 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-B with no change for 7C, and a slight decrease for Summary Statement 2 for 7A-B with a slight increase for 7C. The State believes the outcomes reported in FFY 2012 are reflective of early childhood outcomes as a result of continued training and technical assistance.

The State met the established targets for this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

I. Targets

Targets for FFY 2013 are not required to be reported.

II. Improvement Activities / Timelines / Resources

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

Improvement activities for this indicator will continue during the 2013-2014 school year, and will be ongoing through the 2014-2015 school year.

Part B State Annual Performance Report (APR) for 2012 (Indicator 8)

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
2012	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, spring 2011 and spring 2012. In spring 2013, the survey instrument was again revised and a web component was added as an option. 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 findings 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 2013 parent survey included 18,352 parents, from which NuStats received 3,576 returned surveys via mail, and 395 completed surveys via web. 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 2013 (and samples for annual surveys that will be distributed through 2013–2014) 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 2013 survey, 1,655 campuses within 170 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 2012–2013 school year to ensure the most recent data for identifying students' campuses. 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, 18,352 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 NuStats. Survey assistance was available in both English and Spanish. Parents were asked to return the surveys by mid June 2013. Surveys received through the end of June 2013 were included in the analyses.

In addition to the parent survey, over 1,655 surveys were mailed to principals of campuses included in the sample. These surveys were distributed in late April, and principals were asked to return the survey by May 15, 2013. The principal's survey questions focused on items that parallel the parent survey.

Findings

A total of 3,971 completed parent surveys were returned with 3,576 returned via mail, and 395 through web (a return rate of 22 percent). Of these, 3,284 English and 687 Spanish-language surveys were completed in time to be included in the quantitative analyses. Roughly 2,500 parents also provided responses to the open-ended questions. Of the 1,655 principal surveys that were distributed, 700 completed surveys were returned, representing a 42 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 seven 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	75.8%	17.7%	10.9%
Communication Issues	70.5%	26.3%	3.3%
Information and Understanding	81.3%	27.1%	9.7%
Teacher Issues	79.7%	15.8%	4.6%
IEP and ARD	83.0%	13.3%	3.7%

* 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 15 percent of the ratings fell into the *Negative* category, as identified in Table 1.

> *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, 2010, 2011 and 2012.)

> *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, 2010 2011 and 2012.)

> *School personnel provide information on parent organizations, community agencies, or trainings related to the needs of my child.*

> *The school provides me with information about my child's disability.* (This issue was also identified in spring 2008, 2009, 2010, 2011 and 2012.)

Three of these items center on transition issues and on the information and coordination provided regarding outside agencies and support. The other 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 2012 survey were similar to the spring 2013, but there is a slight increase 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 open-ended 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.

The principals who responded to the survey offered multiple examples of successful parent involvement strategies, but most responded similarly that improving communication between parents and schools, having "open door policies," and providing opportunities to volunteer in school activities were most important. Principals also noted how significant parent involvement is to a school. They listed a variety of important parent participation activities, including attending PTA/PTO and Admission, Review, and Dismissal (ARD) meetings, assisting directly in the classroom, chaperoning field trips, and helping in many other special projects.

Overall, principals noted that parent contributions and involvement is a critical component for schools and children. Principals noted parents' significance in the role of their child's education, but also recognized how difficult it is for many parents to commit time and effort in helping their child succeed. Among many reasons, principals listed lack of time, transportation, and work schedules as the largest barriers to parents' involvement in their child's education.

Survey Return Rates

A total of 3,971 parent surveys were completed in time to be included in the analyses. There were 3,284 English and 687 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 21.6 percent. Of the 3,971 completed surveys, roughly 2,575 parents also answered the open-ended questions. Of these, 2,000 provided feedback in English, and 575 responded in Spanish. Of the 1,655 principal surveys that were distributed, 700 were returned, which represents a 42.3 percent return rate.

Parent and Student Demographics

Parents were asked to provide personal information on the highest level of education they had completed. Table 2 contains this information for both the Spanish and English-language surveys, as well as the combined result. Note that these are self-reported data not subject to verification. Overall, 44.5 percent of the parents reported having not gone to college, 24.4 percent had attended some college, and 31.1 percent had a college degree. The Spanish results show that a large majority (85.9 percent) of parents

did not attend college. These findings are slightly higher than what was reported for this question in the 2012 survey. Also similar to past surveys, this question on parents' education level had one of the highest refusal rates (7.7 percent) of all the survey questions.

Table 2: Parent Reported Level of Education

Level of Education	English n=3,284	Spanish n=687	Overall n=3,971
Some high school	10.9%	49.5%	16.6%
GED	5.8%	6.0%	5.6%
High school graduate	20.9%	30.4%	22.3%
Some college	27.2%	7.9%	24.4%
College graduate	35.4%	6.2%	31.1%
Total	100.0%	100.0%	100.0%

Table 3 presents demographic information of students whose parents completed surveys. The state data was obtained from an earlier Education Service Center 11 Supplemental Special Education Report. 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 170 districts included in the original mailing, 159 were included in the analyses. Surveys from the remaining districts may have been received after the survey return due date, preventing them from being processed in time to be included in the analysis. In some cases, students may have left the district after the PEIMS data collection in fall 2012.

Table 3 gives an indication of the relative success of the over-/under-sampling approach. The number of surveys completed is relatively close to the overall state special education population.

Table 3: Student Demographics*

Categories		Surveys Analyzed n=3,971	Initial Sample n=18,352	State Special Education**
Ethnicity	African American	19.7%	24.7%	17.7%
	Hispanic	44.6%	44.2%	40.0%
	White	31.9%	27.5%	40.8%
	Other	3.9%	3.6%	1.5%
Gender	Male	67%	69.4%	66.8%
	Female	33%	30.6%	33.2%
Disability	Learning Disability	25.7%	29.5%	50.0%
	Speech	24.6%	23.0%	20.2%
	Other health impaired	15.4%	14.7%	10.0%
	Other	34.3%	32.8%	19.8%
Grade Span	Elementary (including PK/Kindergarten/EE)	51.7%	47.2%	39.7%

Categories		Surveys Analyzed n=3,971	Initial Sample n=18,352	State Special Education**
	Middle (5–8)	31.1%	34.9%	28.0%
	High (9–12)	17.2%	18.9%	32.4%
Economic Disadvantage	Yes	62.1%	68.5%	59.2%
	No	37.9%	31.5%	40.8%

*Source: English and Spanish Spring 2013 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 is the most recently
available (2004).*

Factors Affecting Whether Parents Receive Survey Packets

- *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.

- *Not distributed by school.* It is possible that some districts or campuses opted not to distribute the survey materials to parents.

- *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.

- *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 higher in 2013 (22 percent) compared to 20 percent in 2012, but lower compared to 27 percent in 2010, 26 percent in 2009, and 23 percent in 2008.

It is estimated that about 20–25 percent of survey packets were never received by 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.

- *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.

- *Apathy.* Some parents, unfortunately, did not care to fill out the survey. It is likely that this is a relatively small percentage.

- *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 2012:

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, September 2013* on the Education Service Center Region 9 website at http://www.esc9.net/vnews/display.v/ART/4ed7a03fba2ca?in_archive=1

Central to issues surrounding parent involvement is the relationship between the school staff and parents, as shown in Table 10. Overall, nearly three-quarters (72 percent) of parents believed that they were an equal partner with teachers and other professionals in planning their child's program, which is slightly lower than the proportion from the 2012 report. The Spanish-language survey takers were less likely to agree that they were an equal partner. The percentage of the Spanish-language survey takers who disagreed that they were an equal partner increased to 6 percent from 4 percent last year.

Table 10: Distribution of Responses to:
'I am considered an equal partner with teachers and other professionals in planning my child's program'

Response	English n=3,226	Spanish n=632	Overall n=3,858
Agree	72.4%	67.7%	71.6%
Neutral	23.1%	26.6%	23.7%
Disagree	4.5%	5.7%	4.7%

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	2,731	2,762
B. Number of respondents	2,658	4,688	4,878	4,277	3,646	3,858
(A / B * 100)	70.5%	74.3%	73.6%	77.7%	74.9%	71.6%

As observed in surveys from 2007–2012, the open-ended parent responses indicated that communication issues and regular reports to parents are important. Parents want to stay informed and suggested increasing the frequency of reports about the progress of their children, and many mentioned the need for more regular meetings to discuss the needs of their children.

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 87 percent responding *always*. Overall, one-fifth of parents reported that the communication from the school occurred *sometimes,* while 3 percent reported *never*. As with the surveys conducted in the previous years, more than one-fifth of the parents surveyed noted that the school communicated *sometimes* or *never*, suggesting that communication is an area that continually needs improvement.

Table 20: Distribution of Responses to:
'The school communicates regularly with me regarding my child's IEP progress and other important issues'

Response	English n=3,254	Spanish n=668	Overall n=3,922
Always	75.5%	87.4%	77.6%
Sometimes	21.1%	11.2%	19.4%
Never	3.3%	1.3%	3.0%

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	2,823	3,043
B. Number of respondents	2,658	4,741	4,937	4,275	3,619	3,922
(A / B * 100)	72.9%	75.9%	76.0%	77.5%	78.0%	77.6%

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 2013 survey, two-thirds (77 percent) of the parents reported that the teachers *always* understood their child's needs. This is an increase of 10 percent over the 2012 results.

**Table 33: Distribution of Responses to:
'Teachers understand my child's needs'**

Response	English n=3,250	Spanish n=654	Overall n=3,904
Always	75.1%	84.7%	76.7%
Sometimes	19.1%	13.3%	18.1%
Never	5.8%	2.0%	5.2%

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	2,414	2,994
B. Number of respondents	2,658	4,713	4,880	4,248	3,571	3,904
(A / B * 100)	63.9%	65.6%	66.0 %	66.3%	67.6%	76.7%

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, 84 percent of parents reported that their concerns and recommendations were *always* considered by the ARD committee, and only two percent reported they were *never* considered.

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

Response	English n=3,251	Spanish n=651	Overall n=3,902
Always	84.7%	81.6%	84.2%
Sometimes	13.7%	16.0%	14.1%
Never	1.6%	2.5%	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	3,065	3,285
B. Number of respondents	2,658	4,716	4,915	4,915	3,610	3,902
(A / B * 100)	82.3%	82.9%	82.8%	84.8%	84.9%	84.2%

Survey Results: Items with Response in Positive Category

Survey Item	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
I am considered an equal partner	70%	70%	71%	74%	74%	78%	75%	72%
School communicates regularly regarding IEP	70%	69%	73%	76%	76%	78%	78%	78%
Teachers understand my child's needs	61%	59%	64%	66%	66%	66%	68%	77%
Concerns and recommendation are considered	80%	79%	82%	83%	83%	84%	85%	84%
Average	70%	69%	73%	75%	75%	77%	77%	78%

Source: Parent Survey Results

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

I. Improvement Activities Completed:

The improvement activities related to parent involvement completed in FFY 2012 are interrelated to several other indicators in the Annual Performance Report. Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

II. Explanation of Progress or Slippage

The State reported 78% 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, 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 2013:

I. Targets

Targets for FFY 2013 are not required to be reported.

II. Improvement Activities / Timelines / Resources

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

Improvement activities for this indicator will continue during the 2013-2014 school year, and will be ongoing through the 2014-2015 school year.

Part B State Annual Performance Report (APR) for 2012 (Indicator 9)

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 11.95 risk difference threshold in 2012-13. Comparison groups consist of district-level data.

Minimum "n" Size Requirement

Districts must have at least 100 enrolled students in the district with at least 40 students, ages 6-21 receiving special education services. The total special education population cannot exceed 40% of the total population. Additionally there must be at least 30 students of a specific race or ethnicity comprising at least 10% of the total student population.

583 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 at http://www.tea.state.tx.us/index2.aspx?id=2147497586 .

FFY	Measurable and Rigorous Target
2012	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
The TEA, using the methodology referenced previously, identified 7 districts that met State-defined criteria for disproportionate representation of racial and ethnic groups in special education and related services for Indicator 9.

The 7 identified districts were required, through a self-assessment, to review policies, procedures, and practices related to the identification of students with disabilities to ensure compliance with 34 CFR §§300.111, 300.201, and 300.301 through 300.311.

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. These processes were then analyzed by one of the State's Educational Services Centers under the direction of TEA.

All 7 districts submitted assurance statements reflecting compliance with policies, procedures, and practices, and a review of the data by the State did not reveal any noncompliance.

Note:
For FFY 2011 the TEA reported that nine districts were identified with disproportionate representation of racial and ethnic groups in special education and related services. The TEA reported that no districts were identified with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification in FFY 2011. All nine districts submitted assurance statements reflecting compliance with policies, procedures, and practices, and a review of the data by the State did not reveal any noncompliance. Therefore there is no information to report concerning any correction of findings identified in FFY 2011 for this indicator.

Actual Target Data for FFY 2012:

		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*	9*	7
b.	# of districts with disproportionate representation that is the result of inappropriate identification	0	0	0	0	0	0
c.	Total # of districts in the state	1,230	1,247	1,256	1,256	1,246	1,231
d.	% of districts with disproportionate representation that is the result of inappropriate identification Calculation: d. = (b. / c.) * 100	0%	0%	0%	0%	0%	0%

*State revised its methodology for identifying districts

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

I. Improvement Activities Completed

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

II. Explanation of Progress or Slippage

In FFY 2012, 7 districts were identified as having disproportionate representation, a decrease in the number from the districts identified in FFY 2011. However, the analysis of policies, procedures and practices revealed that the disproportionate representation was not due to inappropriate identification.

The state met its target of 0% of districts having disproportionate representation that was the result of inappropriate identification for FFY 2012.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

I. Targets

Targets for FFY 2013 are not required to be reported.

II. Improvement Activities / Timelines / Resources

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

Improvement activities for this indicator will continue during the 2013-2014 school year, and will be ongoing through the 2014-2015 school year.

Part B State Annual Performance Report (APR) for 2012 (Indicator 10)

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 of racial and ethnic groups in any specific disability category is any district exceeding the 7.34 risk difference threshold in 2011-12. Comparison groups consist of district-level data.
Minimum "n" Size Requirements
Districts must have at least 100 enrolled students in the district with at least 40 students, ages 6-21 receiving special education services. The total special education population cannot exceed 40% of the total population, and there must be at least 30 students of a specific race or ethnicity comprising at least 10% of the total student population. Additionally there must be at least 10 students of a race or ethnicity population in a specific disability category.
689 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 at http://www.tea.state.tx.us/index2.aspx?id=2147497586 .

FFY	Measurable and Rigorous Target
2012	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

The TEA, using the methodology referenced previously, identified 16 districts that met State-defined criteria for disproportionate representation of racial and ethnic groups in specific disability categories for Indicator 10.

The 16 identified districts were required, through a self-assessment, to review policies, procedures, and practices related to the identification of students with disabilities to ensure compliance with 34 CFR §§300.111, 300.201, and 300.301 through 300.311.

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. These processes were then analyzed by one of the State's Educational Services Centers under the direction of TEA.

All 16 districts submitted assurance statements reflecting compliance with policies, procedures, and practices, and a review of the data by the State did not reveal any noncompliance.

Note:
For FFY 2011 the TEA reported that 25 districts were identified with disproportionate representation of racial and ethnic groups in specific disability categories. The TEA reported that no districts were identified with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification in FFY 2011. All 25 districts submitted assurance statements reflecting compliance with policies, procedures, and practices, and a review of the data by the State did not reveal any noncompliance. Therefore there is no information to report concerning any correction of findings identified in FFY 2011 for this indicator.

Actual Target Data for FFY 2012:

		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*	25*	16
b.	# of districts with disproportionate representation that is the result of inappropriate identification	0	0	0	0	0	0
c.	Total # of districts in the state	1,230	1,247	1,256	1,256	1,246	1,231
d.	% of districts with disproportionate representation that is the result of inappropriate identification Calculation: d. = (b. / c.) * 100	0%	0%	0%	0%	0%	0%

*State revised its methodology for identifying districts

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

I.   Improvement Activities Completed

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

II.   Explanation of Progress or Slippage

In FFY 2012, 16 districts were identified as having disproportionate representation, a decrease in number from the districts identified in FFY 2011. However, the analysis of policies, procedures and practices revealed that the disproportionate representation was not due to inappropriate identification.

The State met its target of 0% of districts having disproportionate representation that was the result of inappropriate identification for FFY 2012.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

I.   Targets

Targets for FFY 2013 are not required to be reported.

II.   Improvement Activities / Timelines / Resources

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

Improvement activities for this indicator will continue during the 2013-2014 school year, and will be ongoing through the 2014-2015 school year.

Part B State Annual Performance Report (APR) for 2012 (Indicator 11)

> **Monitoring Priority: Effective General Supervision Part B / Child Find**

 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
2012	100% of children with parental consent to evaluate are evaluated within the State established timeline of 60 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. Students for whom the evaluation process was *completed during* the **July 1, 2012** to **June 30, 2013** school year are included in this data collection. This would also include students for whom the parental consent was obtained late in the 2011-12 reporting period and the eligibility process was completed between **July 1, 2012** and **June 30, 2013.**

During the FFY 2012, 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 2012:

	FFY 2007 SY 2007-08	FFY 2008 SY 2008-09	FFY 2009 SY 2009-10	FFY 2010 SY 2010-11	FFY 2011 SY 2011-12	FFY 2012 SY 2012-13
Statewide Percentage of Timely Initial Evaluation						
a. # of children for whom parental consent to evaluate was received	61,064	61,745	72,949	76,721	75,149	80,439
b. # of children whose evaluations were completed within State-established timeline	54,465	58,158	69,879	74,813	74,258	79,088
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within State established timeline Calculation = ((b. + c.) / a) * 100	89.2%	94.2%	95.8%	97.5%	98.8%	98.3%

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 SY 2007-08		FFY 2008 SY 2008-09		FFY 2009 SY 2009-10		FFY 2010 SY 2010-11		FFY 2011 SY 2011-12		FFY 2012 SY 2012-13	
(1) Range of Days	#	%	#	%	#	%	#	%	#	%	#	%
1-30 days over	3,769	57%	2,488	69%	2,182	71%	1,143	60%	641	72%	1,050	78%
31 days or more over timeline	2,830	43%	1,099	31%	888	29%	765	40%	250	28%	301	22%
Total Over Timeline	6,599	100%	3,587	100%	3,070	100%	1,908	100%	891	100%	1,351	100%

Source: SPP11 Data Collection Application

(2) Reported reasons for the delay include:	FFY 2007 SY 2007-08		FFY 2008 SY 2008-09		FFY 2009 SY 2009-10		FFY 2010 SY 2010-11		FFY 2011 SY 2011-12		FFY 2012 SY 2012-13	
	#	%	#	%	#	%	#	%	#	%	#	%
Extended illness of students*	47	5%	39	6%	32	7%	14	4%	15	2%	NA	NA
Initial testing results indicated need for additional testing that was not identified during through evaluation planning*	153	16%	105	16%	66	14%	49	15%	30	3%	NA	NA
Student moved or withdrawn after referral, but before eligibility determination*	80	8%	34	5%	23	5%	12	4%	8	1%	NA	NA
LEA delay due to lack of available assessment personnel**	-	-	-	-	-	-	-	-	-	-	433	32%
LEA delay from contracted personnel**	-	-	-	-	-	-	-	-	-	-	7	<1%
Parent delay (no LEA documentation for exception)**	-	-	-	-	-	-	-	-	-	-	20	1%
Student transfer/enrollment into district prior to completion of timeline begun in previous district (no LEA documentation for exception)**	-	-	-	-	-	-	-	-	-	-	2	<1%
LEA delay due to scheduling	385	40%	279	41%	192	40%	143	44%	109	12%	634	47%
Other	300	31%	218	32%	163	34%	109	33%	729	82%	255	19%
Total reported reasons for delay	965	100%	674	100	476	100%	327	100%	891	100%	1,351	100%

Source: SPP11 Data Collection Application

*Reasons no longer reported in updated collection system due to system and collection refinements for data reported.

**Newly categorized reported reasons for delay beginning in the 2012-2013 school year due to system and collection refinements for data reported.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

I. Improvement Activities Completed

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

II. Explanation of Progress or Slippage

During FFY 2012, districts received parental consent for 80,439 initial evaluations. 98.3% of those students were evaluated and eligibility determined within 60 days or State established timeline. Though the State did not meet the 100% compliance target, although the data reflects a significant decrease in the number of districts reported with noncompliance (33) from the baseline data collected during FFY 2007 (364).

The decrease in the number of districts with noncompliance 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 2011 Findings of Noncompliance (if State reported less than 100% compliance):
Level of compliance (actual target data) State reported for FFY 2011 for this indicator: 98.8%

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	**112**
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	**94**
3. Number of FFY 2011 findings not verified as corrected within one year [(1) minus (2)]	**18**

Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	**18**
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**0**
6. Number of FFY 2011 findings not verified as corrected [(4) minus (5)]	**18**

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 corrected noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing the specific regulatory requirements (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 (Prong 2); and (2) has completed the required action(e.g., the evaluation or initiation of services), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), 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 2011:
The Texas Education Agency Division of Federal and State Education Policy notified districts of their noncompliance with FFY 2011 SPP Indicators 11, 12, and 13 in October 2012. 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 systemic correction through subsequent data collection in the secure, online application for the collection of data related to Indicator 11.

Correction of FFY 2010 Findings of Noncompliance (if State reported less than 100% compliance in its FFY 2010 APR):

1. Number of remaining FFY 2010 findings noted in OSEP's June 2013 FFY 2011 APR response table for this indicator	**12**
2. Number of remaining FFY 2010 findings the State has verified as corrected	**5**
3. Number of remaining FFY 2010 findings the State has NOT verified as corrected [(1) minus (2)]	**7***

*The state has identified 7 findings that remain due to continued noncompliance based on lack of evidence of correctly implementing the specific regulatory requirements (Prong 2). (5 findings continue from 2009 with 2 additional identified in 2010)

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 corrected noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing the specific regulatory requirements (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 (Prong 2); and (2) has completed the required action(e.g., the evaluation or initiation of services), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), 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 2010:
The Texas Education Agency Division of Federal and State Education Policy notified districts of their noncompliance with FFY 2010 SPP Indicators 11, 12, and 13 in October 2011. 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 systemic correction through subsequent data collection in the secure, online application for the collection of data related to Indicator 11.

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

1. Number of remaining FFY 2009 findings noted in OSEP's June 2013 FFY 2011 APR response table for this indicator	**9**
2. Number of remaining FFY 2009 findings the State has verified as corrected	**4**
3. Number of remaining FFY 2009 findings the State has NOT verified as corrected [(1) minus (2)]	**5***

*The state has identified 5 findings that remain due to continued noncompliance based on lack of evidence of correctly implementing the specific regulatory requirements (Prong 2). (3 findings continue from 2008 with 2 additional identified in 2009)

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 corrected noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing the specific regulatory requirements (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 (Prong 2); and (2) has completed the required action(e.g., the evaluation or initiation of services), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), 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 systemic correction through subsequent data collection in the secure, online application for the collection of data related to Indicator 11.

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

1. Number of remaining FFY 2008 findings noted in OSEP's June 2013 FFY 2011 APR response table for this indicator	**8**	
2. Number of remaining FFY 2008 findings the State has verified as corrected	**3**	
3. Number of remaining FFY 2008 findings the State has NOT verified as corrected [(1) minus (2)]	**5***	

*The state has identified 5 findings that remain due to continued noncompliance based on lack of evidence of correctly implementing the specific regulatory requirements (Prong 2). (3 findings continue from 2007 with 2 additional identified in 2008)

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 corrected noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing the specific regulatory requirements (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 (Prong 2); and (2) has completed the required action(e.g., the evaluation or initiation of services), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), 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 systemic correction through subsequent data collection in the secure, online application for the collection of data related to Indicator 11.

Correction of FFY 2007 Findings of Noncompliance (if State reported less than 100% compliance in its FFY 2007 APR):

1. Number of remaining FFY 2007 findings noted in OSEP's June 2012 FFY 2010 APR response table for this indicator	**7**	
2. Number of remaining FFY 2007 findings the State has verified as corrected	**4**	
3. Number of remaining FFY 2007 findings the State has NOT verified as corrected [(1) minus (2)]	**3***	

*The state has identified 3 findings that remain due to continued noncompliance based on lack of evidence of correctly implementing the specific regulatory requirements (Prong 2).

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 corrected noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing the specific regulatory requirements (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 (Prong 2); and (2) has completed the required action(e.g., the evaluation or initiation of services), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), 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 systemic correction through subsequent data collection in the secure, online application for the collection of data related to Indicator 11.

Additional Information for this Indicator:

Noncompliance Issues being Addressed	State's Actions
(1) the specific nature of the noncompliance;	(1) The State has implemented monitoring systems to ensure all individual instances of noncompliance have been corrected for each finding. The specific nature of the remaining noncompliance for the identified findings is lack of assurance that the remaining LEAs represented in findings have correctly implemented the specific regulatory requirements based on the State's review of updated data from subsequent on-site monitoring or data collected through the State data system.
(2) the State's explanation as to why the noncompliance has persisted;	(2) Through monitoring efforts, the State has identified various affects contributing to the continuing noncompliance in these identified findings which include, but are not limited to: a) lack of qualified personnel responsible for implementing specific regulatory requirements; b) changes in staff assignments, administrative leadership, or other staffing disruptions; and c) lack of continuous and substantive engagement in available technical assistance leading to incorrect application of specific regulatory requirements and/or reporting requirements.
(3) the steps that the State has taken to ensure the correction of each finding of the remaining findings of noncompliance, and any new or different actions the State has taken, since the submission of its FFY 2010 APR to ensure such correction; and	(3) The State has remained diligent in working with LEAs represented in findings. This includes technical assistance from regional education service centers to establish systemic changes through policy and procedures development and/or revisions to address individual district efforts in maintaining consistency with implementing these specific regulatory requirements. For information about how the State is addressing 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. Additionally, the State is in process or reviewing current data collection systems for identification of noncompliance, utilizing available options outlined in OSEP provided guidance, and application of both prongs for correction of noncompliance specified in OSEP Memo 09-02.

(4) any new or different actions the State will take to ensure such correction	(4) The State will continue to diligently work with LEAs identified in continued noncompliance through monitoring efforts and enforcement activities. Additionally the State will continue to revise and update the State's data collection system as needed and provide guidance for Indicators 11, 12, and 13 to include components for refining the collection and identification of specific instances of noncompliance, as well as refined assurances and verification for prompt correction of noncompliance.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

I. Targets

Targets for FFY 2013 are not required to be reported.

II. Improvement Activities / Timelines / Resources

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

Improvement activities for this indicator will continue during the 2013-2014 school year, and will be ongoing through the 2014-2015 school year.

Part B State Annual Performance Report (APR) for 2012 (Indicator 12)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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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:

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.

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.

Percent = [(c) divided by (a - b – d - e)] times 100.

FFY	Measurable and Rigorous Target
2012	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. Students for whom the IEP is developed and implemented by their third birthdays *during* the **July 1, 2012** to **June 30, 2013** school year are included in this data collections.

During the FFY 2012, 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 2012:

Statewide Percentage of Early Childhood Transition	FFY 2007 SY 2007-08	FFY 2008 SY 2008-09	FFY 2009 SY 2009-10	FFY 2010 SY 2010-11	FFY 2011 SY 2011-12	FFY 2012 SY 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	10,764	9,519
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	1,805	1,680
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	5,706	6,896	8,118	8,396	7,582	7,031
d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.	0	0	419	823	676	522
e. # of children who were referred to Part C less than 90 days before their third birthday.	NR*	NR*	NA**	837	642	271
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	76.8%	88.8%	92.3%	97.9%	99.2%	99.8%

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.

(1) Range of Days	FFY 2007 SY 2007-08		FFY 2008 SY 2008-09		FFY 2009 SY 2009-10		FFY 2010 SY 2010-11		FFY 2011 SY 2011-12		FFY 2012 SY 2012-13	
	#	%	#	%	#	%	#	%	#	%	#	%
1-30 days over	808	47%	483	55%	341	50%	111	62%	43	63%	10	67%
31 days or more over timeline	916	53%	388	45%	336	50%	69	38%	25	37%	5	33%
Total Over Timeline	1,724	100%	871	100%	677	100%	180	100%	68	100%	15	100%

(2) Reported reasons for the delay include:	FFY 2007 SY 2007-08		FFY 2008 SY 2008-09		FFY 2009 SY 2009-10		FFY 2010 SY 2010-11		FFY 2011 SY 2011-12		FFY 2012 SY 2012-13	
	#	%	#	%	#	%	#	%	#	%	#	%
Child unavailable for scheduled assessments*	79	14%	41	12%	31	12%	13	12%	5	7%	NA	NA
Parent scheduling issues*	181	32%	115	34%	76	30%	30	29%	12	18%	NA	NA
Unforeseen district scheduling/staffing issues*	111	19%	65	19%	46	18%	20	19%	17	25%	NA	NA
LEA delay due to lack of available assessment personnel**	-	-	-	-	-	-	-	-	-	-	0	0%
LEA delay from contracted personnel**	-	-	-	-	-	-	-	-	-	-	0	0%
Parent delay (no LEA documentation for exception)**	-	-	-	-	-	-	-	-	-	-	0	0%
LEA delay due to scheduling	-	-	-	-	-	-	-	-	-	-	4	27%
Early Childhood Intervention (ECI) did not refer child to Part B at least 90 days before the child's third birthday. (no LEA documentation for exception)	NA	NA	NA	NA	51	20%	19	18%	5	7%	10	67%
Other	126	22%	83	24%	47	19%	23	22%	29	43%	1	6%
Total Instances	571	100%	343	100%	251	100%	105	100%	68	100%	15	100%

Source: SPP12 Data Collection Application

*Reasons no longer reported in updated collection system due to system and collection refinements for data reported.

**Newly categorized reported reasons for delay beginning in the 2012-2013 school year due to system and collection refinements for data reported.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

I. Improvement Activities Completed

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

II. Explanation of Progress or Slippage

During FFY 2012, districts reported that 9,519 children were served in Part C and referred to Part B for eligibility determination. 99.8% of those children who were found eligible for special education services had an IEP developed and implemented by their third birthday. Though the State did not meet the 100% compliance target, the data reflects a 23% increase from the baseline data collected during FFY 2007 and a 0.6% increase from the data reported in FFY 2011. Additionally, the number of districts with findings of noncompliance has decreased from 246 cited in FFY 2007 to 5 districts cited in FFY 2012.

The progress 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 2011 Findings of Noncompliance (if State reported less than 100% compliance):
Level of compliance (actual target data) State reported for FFY 2011 for this indicator: <u>99.2%</u>

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	**17**
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	**17**
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	**0**

Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	**0**
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**0**
6. Number of FFY 2011 findings <u>not</u> verified as corrected [(4) minus (5)]	**0**

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 corrected noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing the specific regulatory requirements (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 (Prong 2); and (2) has completed the required action(e.g., the evaluation or initiation of services), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), 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 2011:
The Texas Education Agency Division of Federal and State Education Policy notified districts of their noncompliance with FFY 2011 SPP Indicators 11, 12, and 13 in October 2012. 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 systemic correction through subsequent data collection in the secure, online application for the collection of data related to Indicator 12.

Correction of FFY 2010 Findings of Noncompliance (if State reported less than 100% compliance in its FFY 2010 APR):

1. Number of remaining FFY 2010 findings noted in OSEP's June 2013 FFY 2011 APR response table for this indicator	**4**
2. Number of remaining FFY 2010 findings the State has verified as corrected	**4**
3. Number of remaining FFY 2010 findings the State has NOT verified as corrected [(1) minus (2)]	**0**

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 corrected noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing the specific regulatory requirements (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 (Prong 2); and (2) has completed the required action(e.g., the evaluation or initiation of services), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), 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 2010:
The Texas Education Agency Division of IDEA Coordination notified districts of their noncompliance with FFY 2009 SPP Indicators 11, 12, and 13 in October 2011. 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 systemic correction through subsequent data collection in the secure, online application for the collection of data related to Indicator 12.

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

1. Number of remaining FFY 2009 findings noted in OSEP's June 2013 FFY 2011 APR response table for this indicator	**3**
2. Number of remaining FFY 2009 findings the State has verified as corrected	**3**
3. Number of remaining FFY 2009 findings the State has NOT verified as corrected [(1) minus (2)]	**0**

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 corrected noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing the specific regulatory requirements (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 (Prong 2); and (2) has completed the required action(e.g., the evaluation or initiation of services), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), 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 systemic correction through subsequent data collection in the secure, online application for the collection of data related to Indicator 12.

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

1. Number of remaining FFY 2008 findings noted in OSEP's June 2013 FFY 2011 APR response table for this indicator	**2**
2. Number of remaining FFY 2008 findings the State has verified as corrected	**2**
3. Number of remaining FFY 2008 findings the State has NOT verified as corrected [(1) minus (2)]	**0**

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 corrected noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing the specific regulatory requirements (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 (Prong 2); and (2) has completed the required action(e.g., the evaluation or initiation of services), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), 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 systemic correction through subsequent data collection in the secure, online application for the collection of data related to Indicator 12.

Correction of FFY 2007 Findings of Noncompliance (if State reported less than 100% compliance in its FFY 2007 APR):

1. Number of remaining FFY 2007 findings noted in OSEP's June 2013 FFY 2011 APR response table for this indicator	**2**
2. Number of remaining FFY 2007 findings the State has verified as corrected	**2**
3. Number of remaining FFY 2007 findings the State has NOT verified as corrected [(1) minus (2)]	**0**

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 corrected noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing the specific regulatory requirements (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 (Prong 2); and (2) has completed the required action(e.g., the evaluation or initiation of services), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), 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 systemic correction through subsequent data collection in the secure, online application for the collection of data related to Indicator 12.

The State has corrected all remaining identified noncompliance for this indicator for FFY 2007, FFY 2008, FFY 2009, FFY 2010, and FFY 2011. There are currently 5 districts that have been notified of noncompliance findings for this Indicator for FFY 2012, and are currently undergoing corrective actions and monitoring activities to ensure correction in a timely manner.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

I. **Targets**

Targets for FFY 2013 are not required to be reported.

II. **Improvement Activities / Timelines / Resources**

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

Improvement activities for this indicator will continue during the 2013-2014 school year, and will be ongoing through the 2014-2015 school year.

Part B State Annual Performance Report (APR) for 2012 (Indicator 13)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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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 service 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 service 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
2012	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 service needs.

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 13. Included in this data collection are students with disabilities who were at least age **16** up through age **21** (age 22 if appropriate) between **July 1, 2012** and **June 30, 2013**, and included students who were age **15** but turned age **16** by **June 30, 2013**.

During FFY 2012, 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://www.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 eight 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 eight 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 2012:

Statewide Percentage of Secondary Transition	FFY 2006 SY 2006-07	FFY 2007 SY 2007-08	FFY 2008 SY 2008-09	FFY 2009 SY 2009-10	FFY 2010 SY 2010-11	FFY 2011 SY 2011-12	FFY 2012 SY 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	15,637	16,299
b. # of youth with disabilities aged 16 and above in the dataset	3,308*	28,084	21,392	19,791	18,554	15,748	16,342
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)	20.5%*	67.4%	92.0%	97.1%	98.5%	99.3%	99.7%

Source: SPP13 Data Collection Application

*Reflects data collection limited to 14 largest districts in the state

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

I. Improvement Activities Completed

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

II. Explanation of Progress or Slippage

During FFY 2012, districts reported a total of 16,342 youth aged 16 and above in the required data set. 99.7% (16,299) of those youth identified in the data set were found to have an IEP that includes coordinated, measurable, annual IEP goals and transition services.

Although not required to report Indicator 13 data for the FFY 2008 APR due February 2010, the State collected data in accordance with the new requirements for the FFY 2009 reporting year and thereafter; therefore, progress was able to be determined. Though the State did not meet the 100% compliance target, the data reflects a 32.3% increase from the data collected during FFY 2007 and a 0.4% increase from the data reported in FFY 2011. Additionally, the number of districts with findings of noncompliance has decreased from 132 cited in FFY 2008 to 9 districts cited in FFY 2012.

The progress 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.

- Refined guidance, statewide awareness, and ongoing technical assistance increased the number of children reported.

Correction of FFY 2011 Findings of Noncompliance (if State reported less than 100% compliance):
Level of compliance (actual target data) State reported for FFY 2011 for this indicator: 99.3%

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	**27**
2. Number of FFY 2010 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)	**25**
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	**2**

Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	**2**
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**0**
6. Number of FFY 2011 findings not verified as corrected [(4) minus (5)]	**2***

*The state has identified 2 findings that remain due to continued noncompliance based on lack of evidence of correctly implementing the specific regulatory requirements (Prong 2). (1 finding continues from 2010 with 1 additional identified in 2011)

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 corrected noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing the specific regulatory requirements (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 (Prong 2); and (2) has completed the required action(e.g., the evaluation or initiation of services), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), 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 2011:
The Texas Education Agency Division of Federal and State Education Policy notified districts of their noncompliance with FFY 2010 SPP Indicators 11, 12, and 13 in October 2012. 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 systemic correction through subsequent data collection in the secure, online application for the collection of data related to Indicator 13.

Correction of FFY 2010 Findings of Noncompliance (if State reported less than 100% compliance in its FFY 2010 APR):

1. Number of remaining FFY 2010 findings noted in OSEP's June 2013 FFY 2011 APR response table for this indicator	**5**
2. Number of remaining FFY 2010 findings the State has verified as corrected	**4**
3. Number of remaining FFY 2010 findings the State has NOT verified as corrected [(1) minus (2)]	**1***

*The state has identified 1 finding that remains due to continued noncompliance based on lack of evidence of correctly implementing the specific regulatory requirements (Prong 2). (1 finding continues from 2009 with 0 additional identified in 2010)

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 corrected noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing the specific regulatory requirements (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 (Prong 2); and (2) has completed the required action(e.g., the evaluation or initiation of services), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), 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 2010:
The Texas Education Agency Division of Federal and State Education Policy notified districts of their noncompliance with FFY 2009 SPP Indicators 11, 12, and 13 in October 2011. 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 systemic correction through subsequent data collection in the secure, online application for the collection of data related to Indicator 13.

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

1. Number of remaining FFY 2009 findings noted in OSEP's June 2013 FFY 2011 APR response table for this indicator	**5**
2. Number of remaining FFY 2009 findings the State has verified as corrected	**4**
3. Number of remaining FFY 2009 findings the State has NOT verified as corrected [(1) minus (2)]	**1***

*The state has identified 1 finding that remains due to continued noncompliance based on lack of evidence of correctly implementing the specific regulatory requirements (Prong 2). (1 findings continue from 2008 with 0 additional identified in 2009)

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 corrected noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing the specific regulatory requirements (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 (Prong 2); and (2) has completed the required

action(e.g., the evaluation or initiation of services), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), 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 Federal and State Education Policy 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 systemic correction through subsequent data collection in the secure, online application for the collection of data related to Indicator 13.

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

1. Number of remaining FFY 2008 findings noted in OSEP's June 2013 FFY 2011 APR response table for this indicator	**4**
2. Number of remaining FFY 2008 findings the State has verified as corrected	**3**
3. Number of remaining FFY 2008 findings the State has NOT verified as corrected [(1) minus (2)]	**1***

*The state has identified 1 finding that remains due to continued noncompliance based on lack of evidence of correctly implementing the specific regulatory requirements (Prong 2).

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 corrected noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing the specific regulatory requirements (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 (Prong 2); and (2) has completed the required action(e.g., the evaluation or initiation of services), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), 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 Federal and State Education Policy 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 systemic correction through subsequent data collection in the secure, online application for the collection of data related to Indicator 13.

Additional for this Indicator:

Noncompliance Issues being Addressed	State's Actions
(1) the specific nature of the noncompliance;	(1) The State has implemented monitoring systems to ensure all individual instances of noncompliance have been corrected for each finding. The specific nature of the remaining noncompliance for the identified findings is lack of assurance that the remaining LEAs represented in findings have correctly implemented the specific regulatory requirements based on the State's review of updated data from subsequent on-site monitoring or data collected through the State data system.
(2) the State's explanation as to why the noncompliance has persisted;	(2) Through monitoring efforts, the State has identified various affects contributing to the continuing noncompliance in these identified findings which include, but are not limited to: a) lack of qualified personnel responsible for implementing specific regulatory requirements; b) changes in staff assignments, administrative leadership, or other staffing disruptions; and c) lack of continuous and substantive engagement in available technical assistance leading to incorrect application of specific regulatory requirements and/or reporting requirements.
(3) the steps that the State has taken to ensure the correction of each finding of the remaining findings of noncompliance, and any new or different actions the State has taken, since the submission of its FFY 2010 APR to ensure such correction; and	(3) The State has remained diligent in working with LEAs represented in findings. This includes technical assistance from regional education service centers to establish systemic changes through policy and procedures development and/or revisions to address individual district efforts in maintaining consistency with implementing these specific regulatory requirements. For information about how the State is addressing 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. Additionally, the State is in process or reviewing current data collection systems for identification of noncompliance, utilizing available options outlined in OSEP provided guidance, and application of both prongs for correction of noncompliance specified in OSEP Memo 09-02.

(4) any new or different actions the State will take to ensure such correction	(4) The State will continue to diligently work with LEAs identified in continued noncompliance through monitoring efforts and enforcement activities. Additionally the State will continue to revise and update the State's data collection system as needed and provide guidance for Indicators 11, 12, and 13 to include components for refining the collection and identification of specific instances of noncompliance, as well as refined assurances and verification for prompt correction of noncompliance.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

I. Targets

Targets for FFY 2013 are not required to be reported.

II. Improvement Activities / Timelines / Resources

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

Improvement activities for this indicator will continue during the 2013-2014 school year, and will be ongoing through the 2014-2015 school year.

Part B State Annual Performance Report (APR) for 2012 (Indicator 14)

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 = [(# 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) divided by the (# 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 = [(# 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) divided by the (# 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 = [(# 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) divided by the (# 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
2012	A. 25% of youth who are no longer in secondary school are enrolled in higher education within one year of leaving high school. B. 57% 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 72% 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.

The 2012–2013 Indicator 14: Extended Postsecondary Follow-Up Study is a statewide survey that was administered during the summer of 2013 by 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 2011–2012 school year. The survey included a total of eleven questions: eight questions needed for the State Performance Plan (SPP) Indicator 14 reporting and three questions to address statewide and district high school program improvement. Table 1 presents the data collection summary. A total of 4,308 surveys were completed.

Table 1: Data Collection Summary

Summary	N
Available Sample Records to Contact	13,319
Completed Surveys	4,308
Completion Rate	32%
Average Call Attempts per Record	5.69

Since leaving high school, 41 percent of respondents reported they have been enrolled in school, job training, or an education program. Of those, 82 percent have completed an entire term, and 75 percent were enrolled in a two- or four-year college or university.

Sixty-three percent of respondents reported being employed since they left high school. Of those who reported being employed, 84 percent worked at least three months, which may or may not have been continuous; 83 percent worked an average of 20 hours per week; and 95 percent earned at least minimum wage. The majority of those employed (90 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, 30 percent reported contacting the Office of Disability Services. Twenty-four percent of those received "additional time for assignments," 43 percent received "test accommodations," and 18 percent received "tutoring." Since leaving high school, 68 percent of respondents reported not contacting any of the adult service agencies for support. Eighteen percent reported contacting the Department of Assistive and Rehabilitative Services, and 10 percent reported contacting the Social Security Administration.

Data Collection

Data collection, using the VOXCO Computer Assisted Telephone Interviewing (CATI) software program, began on June 24, 2013 and ended on September 7, 2013. A total of 4,308 completed cases were collected: 4,031 English cases and 277 Spanish cases.

Call attempts were made each day of the week (Monday through Sunday). Calls on weekdays were primarily made in the evening from 5:00 p.m. to 9:00 p.m. to increase the likelihood of finding the target respondent at home. On weekends, the calling window was primarily from 12:00 p.m. to 8:00 p.m. 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, 30 percent of respondents could not be found, as compared to the 14 percent from last year. On a positive note, refusal rates decreased this year (2 percent), as compared to the 8 percent last year. Invalid number rates (including disconnected phones, wrong numbers, business or government lines, and fax/modem lines) significantly increased this year (28 percent), as compared to the 14 percent last year. Data collection yielded a completion rate of 32 percent, as opposed to the 35 percent obtained in 2012.

Sample Management

A total of 13,319 sample records were received to conduct this year's study, and 75,744 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 5.69 calls. After various call attempts were made to the different possible phone numbers available, NuStats made contact with 4,561 students, or 34 percent of the cases.

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. As shown in Table A2, for telephone numbers that eventually resulted in a completed interview. A maximum of 36 call attempts was made to convert the initial non-final disposition (such as no answer, busy, or answering machine) to a completed interview. Final dispositions are permanent and close the record from further dialing.

Survey Data for FFY 2012

States are required to report post school outcome data in the following mutually exclusive categories: Table 2 provides the five categories into which each student was classified based on answers provided in the survey.

Table 2: Indicator 14 Measurement

	Category	Count	Percent
1	Higher Education	1144	27%
2	Competitively Employed	1401	33%
3	Some Other Postsecondary Education or Training Program	181	4%
4	Some Other Employment	228	5%
5	Not Engaged in 1-4 Above	1354	31%
	Total	4308	100%

Actual Target Data for FFY 2012:

Table 3: Indicator Percentage

		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%	22%	27%
14B.	Enrolled in higher education or competitively employed within one year of leaving high school. (1 + 2)	59%	55%	57%	59%
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%	69%	69%

Source: Post School Outcome Survey Data

Federal Definitions

Enrolled in higher education as used in measures 14A, 14B, and14 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 enrolled in postsecondary training, technical school, community college or university, and/or employed (59%). Thirty-one percent of the participants reported they were neither enrolled, nor employed. Twenty-seven percent of the participants have been enrolled in postsecondary training regardless of their employment status, while thirty-eight percent of the participants have been employed regardless of their enrollment status.

Of the participants that worked/work, the overwhelming majority report being employed in a company, business, or service with people with and without disabilities. Most participants (83%) who have been employed worked/work at least 20 hours a week and were/are paid at least minimum wage (95%).

After high school, the majority of participants who enrolled in school entered a 2-4 year college or university (75%) and of those participants the majority (82%) completed an entire term.

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that occurred for FFY 2012:

I.   Improvement Activities Completed:

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

II. Explanation of Progress or Slippage

The State reported an increase (5%) in 14A and (2%) in 14B from FFY 2011. The State surpassed its target for two categories (14A and 14B).

Although he State did not meet its target for 14C, there have been some improvements from the baseline reporting year FFY 2010 to current FFY 2012 results. These are found in the number of students who enrolled in a 2 or 4 year college or university (66% FFY 2010 - 75% FFY 2012); the number of students who work an average of 20 or more hours per week (79% FFY 2010 - 83% FFY 2012); and the number of students who are paid at least minimum wage (90% FFY 2010 – 95% FFY 2012).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

I.   Targets

Targets for FFY 2013 are not required to be reported.

II. Improvement Activities / Timelines / Resources

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

Improvement activities for this indicator will continue during the 2013-2014 school year, and will be ongoing through the 2014-2015 school year.

Part B State Annual Performance Report (APR) for 2012 (Indicator 15)

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

Percent of noncompliance corrected within one year of identification:

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

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

FFY	Measurable and Rigorous Target
2012	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 2012-2013
The 2012-2013 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 2012-2013 PBMAS is available at http://www.tea.state.tx.us/pbm/PBMASManuals.aspx. 471 districts received ratings that placed them into one of four stages of intervention. 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 471 districts that received ratings were distributed among the five stages of intervention:

Stage of Intervention	# of districts
1	346
2	79
3	39
4	7
Total	471

Districts in stages 1 and 2 interventions retained their self-evaluation data and continuous improvement plan (CIP). Each district in stages 3 and 4 interventions was required to submit its self-evaluation data and CIP to the TEA. Based on the findings from all TEA required intervention activities, the district developed a CIP to incorporate the district's plans, to improve results for students with disabilities and a corrective action plan (CAP) to correct any instances of identified noncompliance. TEA staff reviewed all documents submitted by districts including the CIP, and the CAP for any identified noncompliance. Follow-up activities were conducted with districts throughout the year to verify the progress and implementation of the CIP and if applicable, the CAP.

On-site investigations by the TEA Division of Program Monitoring and Interventions were conducted to address program effectiveness and/or systemic concerns related to documented substantial, imminent, or ongoing risks evidenced through data reported through PBMAS. The decision to conduct an on-site investigation was not contingent on the stage of intervention, but rather on identification of program effectiveness and/or systemic concerns. The on-site investigation activities was combined with other monitoring activities as appropriate, and districts were required to conduct program improvement activities as required by the TEA.

For districts staged in multiple program areas, customized interventions activities were developed to address specific areas of low performance and/or systemic issues. Districts were to approach the intervention activities as one integrated and comprehensive process to identify causes of low performance and poor program effectiveness and develop plans to positively impact program effectiveness, student performance, and compliance with federal and state requirements. Findings from all components of the monitoring process were evaluated and addressed in a CIP as appropriate. Any findings of noncompliance were included in a CAP to correct noncompliance as soon as possible, but in no case later than one year from identification.

Of the 43 on-site investigations conducted during the 2012-2013 year, 39 included investigation of special education issues as part of the integrated process. Only 4 investigations were solely for special education purposes.

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 non- public schools is available on the TEA website: http://www.tea.state.tx.us/pmi .
During the 2012-2013 year, the TEA reviewed 8 nonpublic schools for re-approval. A total of 11 districts contracted with these 8 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 Windham Prison System was conducted during the 2012-2013 school year.

Residential Facility Monitoring
Under the authority of 19 Texas Administrative Code (TAC) §97.1072 the TEA monitors districts who serve students with disabilities who reside in residential facilities.
(http://rittter.tea.state.tx.us/rules/tac/chapter097/ch097ee.html#97.1072).
Additionally, RF monitoring has become a part of the integrated process if districts are staged in more than one program area.

For the 2012-2013 year, the number of districts who were staged for RF monitoring was:

Stage of Intervention	# of district
1	18
2	11
3	10
4	7
Total	46

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 2012:

Disaggregated Findings of Noncompliance*

SPP Indicators	Function	Total # of LEAs issued Findings	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.	Monitoring	0	0	0	0
2. Percent of youth with IEPs dropping out of high school.	Complaints	0	0	0	0
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	Due Process	0	0	0	0
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring	19	26	17	9
7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Complaints	2	2	2	0
	Due Process	0	0	0	0
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Monitoring	5	6	4	2
4B. 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.	Complaints	8	8	8	0
	Due Process	5	7	7	0
5. Percent of children with IEPs ages 6 through –1 - educational placements.	Monitoring	0	0	0	0
6. Percent of preschool children ages 3 through 5 – early childhood placement.	Complaints	0	0	0	0
	Due Process	3	12	12	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	1	2	0	2
	Complaints	4	5	5	0
	Due Process	2	3	3	0
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring	0	0	0	0
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Complaints	0	0	0	0
	Due Process	0	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	149	149	99	50
	Complaints	0	0	0	0
	Due Process	0	0	0	0
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring	37	37	28	9
	Complaints	0	0	0	0
	Due Process	0	0	0	0
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Monitoring	43	43	32	11
	Complaints	0	0	0	0
	Due Process	0	0	0	0
Other Areas of Noncompliance	Monitoring	30	161	103	58
	Complaints	45	99	99	0
	Due Process	9	45	45	0
Totals		362	605	464	141
% Corrected within One Year		**77%**			

*Findings identified in 2010-11, Corrected in 2011-12

Timely Correction of Noncompliance

Findings are identified in the year previous to the FFY reporting year; for example, FFY 2012 reporting year reflects findings identified in 2011-12 that were corrected by 2012-13

	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	967	605
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	645	464
Percent of noncompliance corrected within one year of identification Calculation: (a. / b.) * 100	95%	92%	88%	87%	83%	89%	67%	77%

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.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012:

The State increased in the percent of noncompliance corrected within one year of correction from 67% (FFY 2011) to 77% (FFY 2012).

During the FFY 2012, 464 of 605 findings of noncompliance were corrected within one year of identification (77%). 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 967 reported last year to 605 reported this year (a decrease of 362 findings). The number of uncorrected noncompliance decreased from 322 reported last year to 141 reported this year.

The 141 findings of uncorrected noncompliance are all in the monitoring function. Districts with uncorrected noncompliance in escalated sanctions from FFY 2012 are reflected in the Agency Action Related to Uncorrected Noncompliance in Monitoring table in this indicator.

The Agency has implemented a monitoring system, discussed in the overview section of this indicator, in which customized intervention activities were developed to address specific areas of low performance and/or systemic issues. By completing these activities, districts were able to identify causes of low performance and poor program effectiveness and develop plans to positively impact program effectiveness, student performance, and compliance with federal and state requirements across district program areas; thereby impacting overall findings of noncompliance.

The State did not meet the 100% compliance target, however, 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.

Timely Correction of FFY 2011 Findings of Noncompliance (corrected within one year from identification of the noncompliance):

1. Number of findings of noncompliance the State identified in FFY 2011 (the period from July 1, 2011 through June 30, 2012) (Sum of Column a on the Indicator B15 Worksheet)	605
2. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	464
3. Number of findings not verified as corrected within one year [(1) minus (2)]	141

FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance and/or Not Corrected):

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	141
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	83
6. Number of FFY 2010findings not yet verified as corrected [(4) minus (5)]	58

Actions Taken if Noncompliance Not Corrected:

Agency Action Related to Uncorrected Noncompliance Across All Monitoring Activities

Types of Intervention *Based on 19 Texas Administrative Code (TAC) §89.1076*	Districts with Continuing Noncompliance Notified during the period of October 1, 2011 through October 1, 2012	Further Action of TEA
Escalated Oversight[1]	24 districts/ 58 findings	Agency staff will conduct more frequent follow-up communication to work with districts and 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	47 districts/ 83 findings	N/A
	71 districts/ 141 findings	

[1]*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.

Verification of Correction for findings of noncompliance identified in FFY 2011 (either timely or subsequent):
The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing the specific regulatory requirements (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 (Prong 2); and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA (Prong 1), 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 2011:
The Texas Education notified districts of their noncompliance during FFY 2011. 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 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 consistent with the OSEP Memorandum 09-02, dated October 17, 2008.

Correction of Remaining FFY 2010 Findings of Noncompliance (if applicable)

If the State reported <100% for this indicator in its FFY 2011 APR and did not report in the FFY 2011 APR that the remaining FFY 2010 findings were subsequently corrected, provide the information below

1. Number of remaining FFY 2010 findings noted in OSEP's FFY 2011 APR response table for this indicator	172
2. Number of remaining FFY 2010 findings the State has verified as corrected	163
3. Number of remaining FFY 2010 findings the State has NOT verified as corrected [(1) minus (2)]	**9**

Actions Taken if Noncompliance Not Corrected:

Agency Action Related to Uncorrected Noncompliance Across All Monitoring Activities

Types of Intervention *Based on 19 Texas Administrative Code (TAC) §89.1076*	Districts with Continuing Noncompliance Notified during the period of October 1, 2010 through October 1, 2011	Further Action of TEA
Escalated Oversight[1]	*7 districts/ 9 findings*	Agency staff will conduct more frequent follow-up communication to work with districts and to verify correction of noncompliance. If correction is not achieved, sanctions, such as a focused technical assistance team or monitor, may be assigned.

[1]*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.

Verification of Correction for findings of noncompliance identified in FFY 2010 (either timely or subsequent):

The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing the specific regulatory requirements (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 (Prong 2); and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA (Prong 1), 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 2010:

The Texas Education notified districts of their noncompliance during FFY 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 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 consistent with the OSEP Memorandum 09-02, dated October 17, 2008.

Correction of Remaining FFY 2009 Findings of Noncompliance (if applicable)
If the State reported <100% for this indicator in its FFY 2010 APR and did not report in the FFY 2010 APR that the remaining FFY 2009 findings were subsequently corrected, provide the information below:

1. Number of remaining FFY 2009 findings noted in OSEP's FFY 2011 APR response table for this indicator	25
2. Number of remaining FFY 2009 findings the State has verified as corrected	19
3. Number of remaining FFY 2009 findings the State has NOT verified as corrected [(1) minus (2)]	**6**

Actions Taken if Noncompliance Not Corrected:

Agency Action Related to Uncorrected Noncompliance Across All Monitoring Activities

Types of Intervention *Based on 19 Texas Administrative Code (TAC) §89.1076*	Districts with Continuing Noncompliance Notified during the period of October 1, 2009 through October 1, 2010	Further Action of TEA
Escalated Oversight[1]	*4 districts/ 6 findings*	Agency staff will conduct more frequent follow-up communication to work with districts and to verify correction of noncompliance. If correction is not achieved, sanctions, such as a focused technical assistance team or monitor, may be assigned.

[1]*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.

Verification of Correction for findings of noncompliance identified in FFY 2009 (either timely or subsequent):
The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing the specific regulatory requirements (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 (Prong 2); and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA (Prong 1), 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 notified districts of their noncompliance during FFY 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 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 consistent with the OSEP Memorandum 09-02, dated October 17, 2008.

Correction of Remaining FFY 2008 Findings of Noncompliance (if applicable)

If the State reported <100% for this indicator in its FFY 2009 APR and did not report in the FFY 2009 APR that the remaining FFY 2008 findings were subsequently corrected, provide the information below:

1. Number of remaining FFY 2008 findings noted in Indicators 11, 12, and 13 found in OSEP's FFY 2011 APR response table for this indicator	14
2. Number of remaining FFY 2008 findings the State has verified as corrected	8
3. Number of remaining FFY 2008 findings the State has NOT verified as corrected [(1) minus (2)]	**6***

*The state has identified 6 findings that remain due to continued noncompliance based on lack of evidence of correctly implementing the specific regulatory requirements (Prong 2). (3 findings continue from 2007 with 3 additional identified in 2008)

Correction of Remaining FFY 2007 Findings of Noncompliance (if applicable)

If the State reported <100% for this indicator in its FFY 2008 APR and did not report in the FFY 2008 APR that the remaining FFY 2007 findings were subsequently corrected, provide the information below:

1. Number of remaining FFY 2008 findings noted in Indicators 11, 12, and 13 found in OSEP's FFY 2011 APR response table for this indicator	9
2. Number of remaining FFY 2007 findings the State has verified as corrected	6
3. Number of remaining FFY 2007 findings the State has NOT verified as corrected [(1) minus (2)]	**3***

*The state has identified 3 findings that remain due to continued noncompliance based on lack of evidence of correctly implementing the specific regulatory requirements (Prong 2).

Actions Taken if Noncompliance Not Corrected:

Agency Action Related to Uncorrected Noncompliance Across All Monitoring Activities

Types of Intervention *Based on 19 Texas Administrative Code (TAC) §89.1076*	Districts with Continuing Noncompliance Notified during the period of October 1, 2008 through October 1, 2009; and October 1, 2007 through October 1, 2008	Further Action of TEA
Escalated Oversight[1]	*6 districts/ 6 findings*	Agency staff will conduct more frequent follow-up communication to work with districts and to verify correction of noncompliance. If correction is not achieved, sanctions, such as a focused technical assistance team or monitor, may be assigned.

[1]***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.

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Verification of Correction (either timely or subsequent):
The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing the specific regulatory requirements (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 (Prong 2); and (2) has completed the required action(e.g., the evaluation or initiation of services), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), 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 and 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; 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 systemic correction through subsequent data collection in the secure, online application for the collection of data related to these indicators.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

I. Targets

Targets for FFY 2013 are not required to be reported.

II. Improvement Activities / Timelines / Resources

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

Improvement activities for this indicator will continue during the 2013-2014 school year, and will be ongoing through the 2014-2015 school year.

Part B State Annual Performance Report (APR) for 2012 (Indicator 18)

Monitoring Priority: Effective General Supervision Part B / General Supervision

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Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

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

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
2012	25-30% of hearing requests that go to resolution sessions will result in settlement agreements.

Overview of Issue/Description of System or Process:

The due process hearing program is managed by the TEA's Office of Legal Services. The TEA contracts with private attorneys and the State Office of Administrative Hearings to serve as hearing officers. The special education hearing officers are responsible for assuring that each party to a due process hearing is aware of the requirement that the LEA convene a resolution meeting with the parents of the child who is the subject of the hearing and the relevant members of the individualized education program (IEP) team whenever a parent requests a due process hearing. This information is conveyed to both parties in the hearing officer's initial scheduling order and during the initial prehearing conference call required by 19 Texas Administration Code (TAC) §89.1180. During the prehearing conference call, the hearing officer also notifies the parties that if the LEA has not resolved the due process complaint to the satisfaction of the parent within 30 days of the receipt of the complaint, then the due process hearing will move forward. The hearing officer further informs the parties that the 30-day resolution period may be adjusted in accordance with 34 CFR §300.510(c).

The TEA collects data regarding the number of resolution sessions held and the number of resolution session settlement agreements that were reached. The TEA also collects data regarding the reason a resolution session was not held (e.g., the parties waived the resolution session in writing, opted to use the mediation process instead, etc.).

Actual Target Data for FFY 2012:

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	359	305
(3.1) Resolution meetings	173	240	111	112	134	89	152	125
(a) Written settlement agreements	65	49	32	32	43	20	45	52
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%	30%	42%

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 2012:

The TEA exceeded the 25-30% state target for this indicator. While number of cases in which resolution meetings were held decreased from the last reporting period, the number of resolution meetings that resulted in written settlement agreements increased. The TEA attributes the progress, in part, to the training it has provided to the hearing officers to ensure that they encourage the parties to participate in the resolution process.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

I. Targets

Targets for FFY 2013 are not required to be reported.

II. Improvement Activities / Timelines / Resources

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

Improvement activities for this indicator will continue during the 2013-2014 school year, and will be ongoing through the 2014-2015 school year.

Part B State Annual Performance Report (APR) for 2012 (Indicator 19)

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
2012	75-80% of mediations will result in mediation agreements.

Overview of Issue/Description of System or Process:

The mediation program is managed by the TEA's Office of Legal Services.   The TEA contracts with private attorneys to serve as mediators. In addition to mediation certification, the mediators have knowledge of special education law and regulations. Many of the mediators are also due process hearing officers. The mediators' contracts require that they participate in continuing legal education training sessions annually provided by the TEA. The mediators are also required to attend outside continuing legal education trainings that are relevant to their duties as a mediator.

When the TEA receives a request for a due process hearing, the TEA Mediation Coordinator provides both parties to the hearing with information about the option to mediate the dispute. If both parties agree to participate in mediation, the TEA assigns a mediator. The parties may agree to use a specific mediator. Otherwise, the TEA will randomly assign one in accordance with 19 Texas Administration Code (TAC) §89.1193. The TEA provides the necessary contact information for each party to the assigned mediator so that the mediation process may begin. When the TEA receives a direct request for mediation from a parent or a local educational agency (LEA) that is not involved in a due process hearing, the TEA Mediation Coordinator calls the non-requesting party to ask whether that party will agree to participate in mediation. If the non-requesting party agrees, a TEA mediator is assigned. The parties may agree to use a specific mediator, or a mediator will be randomly assigned. These mediations follow the same process as mediations associated with due process hearings.

Mediators are required to report to the TEA whether mediation was held and whether it resulted in an agreement. The TEA collects data regarding the mediation activities and outcomes.

Actual Target Data for FFY 2012:

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	319	327
(2.1) Mediations held	157	145	194	191	199	190	188	168
(a) Mediations held related to due process complaints	83	75	117	121	132	112	119	79
(i) Mediation agreements	67	60	92	96	104	87	90	60
(b) Mediations held not related to due process complaints	74	70	77	70	67	78	69	89
(i) Mediation agreements	58	47	60	51	51	65	55	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%	77%	74%

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 2012:

Though the TEA fell slightly short of meeting the 75-80% target for this indicator, the overall data reflects that the TEA's effort to encourage the early resolution of disputes has resulted in an increase in mediation requests, the settlement rate for mediations that were not related to due process complaints, and the settlement rate for resolution sessions. Furthermore, the number of due process complaints filed decreased from the last reporting period, suggesting that the settlement in mediation of issues not related to due process hearings may have resulted in fewer due process complaints. The TEA has received 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 2013:

I. **Targets**

Targets for FFY 2013 are not required to be reported.

II. **Improvement Activities / Timelines / Resources**

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

Improvement activities for this indicator will continue during the 2013-2014 school year, and will be ongoing through the 2014-2015 school year.

Part B State Annual Performance Report (APR) for 2012 (Indicator 20)

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

State reported data, including 618 data, 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
2012	The State will demonstrate 100% compliance in reporting timely and accurate data.

Actual Target Data for FFY 2012:

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%	94%	Calculated by Office of Special Education Programs

Part B Indicator 20 Data Rubric

Part B Indicator 20 - SPP/APR Data			
APR Indicator	**Valid and reliable**	**Correct calculation**	**Total**
1			
2			
3A			
3B			
3C			
4A			
4B			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
18			
19			
		Subtotal	
APR Score Calculation	**Timely Submission Points** - If the FFY 2011 APR was submitted on-time, place the number 5 in the cell on the right.		
	Grand Total – (Sum of the subtotal and Timely Submission Points) =		

FFY 2012 APR (State)

Part B Indicator 20 - 618 Data					
Table	**Timely**	**Complete Data**	**Passed Edit Check**	**Responded to Date Note Requests**	**Total**
Child Count **Due Date: 2/1/12**					
Personnel **Due Date: 11/7/12**					
Ed. Environments **Due Date: 2/1/12**					
Exiting **Due Date: 11/7/12**					
Discipline **Due Date: 11/7/12**					
State Assessment **Due Date: 12/19/12**					
Dispute Resolution **Due Date: 11/7/12**					
MOE & CEIS **Due Date: 5/1/12**					
				Subtotal	
618 Score Calculation				**Grand Total** (Subtotal X 1.87)=	

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

* Note any cell marked as N/A will decrease the denominator by 1 for APR and 1.87 for 618

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

The State requests that OSEP complete the Part B Indicator 20 Data Rubric as permitted. The State will review OSEP's completed rubric during the Clarification Period and will provide additional information/data if needed.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

I. Targets

Targets for FFY 2013 are not required to be reported.

II. Improvement Activities / Timelines / Resources

Specific improvement activities related to these areas include all the activities listed in the separate Improvement Activities and referenced to this indicator found in Appendix A.

Improvement activities for this indicator will continue during the 2013-2014 school year, and will be ongoing through the 2014-2015 school year.

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APPENDIX A

Part B State Annual Performance Report (APR) (Improvement Activities)

Improvement Activities with Indicator Reference

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 Network Improvement Activities:

Conference/Meeting Participation	Timeline	Status	Indicators Impacted
Inclusion Works Conference 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.	Feb 2013	Completed	3A-C, 4B, 5A-C, 6A-B
The AGC Network collaborates 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.	Feb 2014	Continuing	3A-C, 4B, 5A-C, 6A-B

Technical Assistance	Timeline	Status	Indicators Impacted
Face-to-Face meeting with Network members was used to discuss statewide plan for 2012-2013 and to form workgroups and work on projects and updates of existing trainings and projects.	Sep 2012	Completed	3A-C, 4B, 5A-C, 6A-B
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.	Oct, 2013	Continuing	3A-C, 4B, 5A-C, 6A-B
Technical Assistance is provided to districts with data concerns identified through data analysis to address LRE settings regarding students with disabilities.	Nov 2012 – May 2013	Continuing	3A-C, 4B, 5A-C, 6A-B
Texas Education Telecommunications Network (TETN) Updates:			
Jan TETN was used for updates on statewide projects/activities; planning of Inclusion Works! conference; and preplanning of 2013-2014 Network plan.	Jan 2013	Completed	3A-C, 4B, 5A-C, 6A-B
Apr TETN was used for updates on statewide projects/activities; debrief of Inclusion Works! conference; projected 2013-2014 Network activities/projects.	Apr 2013	Completed	3A-C, 4B, 5A-C, 6A-B
Jan TETN will be used for updates on statewide projects/activities; planning of Inclusion Works! conference; and preplanning of 2014-2015 Network plan.	Jan 2014	Continuing	3A-C, 4B, 5A-C, 6A-B
Apr TETN will be used for updates on statewide projects/activities; debrief of Inclusion Works! conference; projected 2014-2015 Network activities/projects.	Apr 2014	Continuing	3A-C, 4B, 5A-C, 6A-B

Training	Timeline	Status	Indicators Impacted
Training on Standards-Based IEPs: AGC and PLRE Specialists provided input regarding necessary updates to the online training for the 2012-2013 school year. Existing online training is being updated to include information regarding functional goals, new state assessment and measuring/reporting progress on goals.	Sep 2012 - Jun 2014	Continuing	3A-C, 4B, 5A-C, 6A-B, 7A-C, 13, 14
Standards-Based IEP Q & A Document: 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).	Oct 2013	Continuing	3A-C, 4B, 5A-C, 6A-B, 7A-C, 13, 14
LRE Question & Answer Document: AGC and PLRE Specialists reviewed and gave input into updates for the LRE Q & A document on the AGC webpage, as needed.	Mar 2013	Continuing	5A-C, 6A-B
Guidelines for the Use of Paraprofessionals: 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. Network will provide input to revisions, and will be posted to AGC webpage by Aug 2013 pending TEA approval.	Oct- 2013	Continuing	3A-C, 4B, 5A-C, 6A-B, 7A-C
Co-Teaching Guidelines Document: Finalized online document related to best practice for co-teaching in Texas. Utilize input from all stakeholders gathered during 2009-2010 and 2010-2011.	Dec 2011	Completed	3A-C, 4B, 5A-C, 6A-B, 7A-C
AGC and PLRE Specialists will provide input regarding necessary updates to the online training for the 2012-2013 school year.	Oct2012	Continuing	3A-C, 4B, 5A-C, 6A-B, 7A-C
Differentiated Instruction vs. Specially Designed Instruction Resource: The AGC Network and a stakeholder group gave input into the resource, to be housed online on the AGC Network webpage, to distinguish between differentiated instruction and specially designed instruction.	Aug 2012	Continuing	3A-C, 4B, 5A-C, 6A-B, 7A-C
AGC and PLRE Specialists will provide input regarding necessary updates to the document for the 2013-2014 school year. The final determination regarding the need for updates will be made in collaboration with TEA.	Oct 2013	Continuing	3A-C, 4B, 5A-C, 6A-B, 7A-C
<u>Grading Guidance and Best Practice:</u> (Resource) The AGC Network will create a resource, to be housed online on the AGC network webpage, to guide stakeholders through the legal guidelines of grading students with disabilities, as well as grading best practices, and distinguishing between course grades and IEP goal progress monitoring and reporting. This resource will include information on decision-making that is the responsibility of the ARD committee versus decisions that can be made by a classroom teacher, administrator, etc. This guide will include information to help stakeholders to understand grading best practices especially in cases of modified content and to understand how to modify and accommodate curriculum rather than modify grades.	Mar 2014	New	3A-C, 4B, 5A-C, 6A-B, 7A-C

Network Collaboration:	Timeline	Status	Indicators Impacted
Texas Assistive Technology Network (TATN):			
The TATN presented at the Inclusion Works Conference.	Sep 2012-Aug 2013	Completed	3A-C, 5A-C, 6A-B
The TATN will present at the Inclusion Works Conference.	Sep 2013-Aug 2014	Continuing	3A-C, 5A-C, 6A-B
AGC Network and TATN continue to collaborate on areas of common interest, such as Accessible Instructional Materials (AIM) and universal design for learning (UDL).	Sep 2012-Aug 2014	Continuing	3A-C, 5A-C, 6A-B
Transition Network:			
The AGC and Transition Network Leads collaborate to ensure that trainings on IEPs include accurate information regarding the difference between annual goals and postsecondary goals and information on annual goals to facilitate movement toward postsecondary goals.	Sep 2012-Aug 2014	Continuing	3A-C, 5A-C, 6A-B
Parent Coordination Network:			
AGC Lead and Parent Coordination Lead collaborate to market online SBIEP training to parents and parent organizations.	Sep 2012-Aug 2014	Continuing	3A-C, 5A-C, 6A-B, 8
TCASE (and Other Requested) Presentations:			
AGC Lead presented collaborative projects/products at statewide conferences as requested by other State Network Leads.	Sep 2012-Aug 2014	Continuing	3A-C, 5A-C, 6A-B
AU Conference:			
AGC Lead will present (or solicit a Network member to present) on annual goal development at AU Conference (10/11/12).	Oct 2013	Continuing	3A-C, 5A-C, 6A-B
3LID Network:			
AGC Lead and 3LID Lead will collaborate to ensure that annual goal information (online training and Q&A) appropriately reflects information for students who take STAAR Alternate.	Sep 2013-Aug 2014	Continuing	3A-C, 5A-C, 6A-B
Legal Framework Project:			
Collaborate with Legal Framework to ensure guidance on IEP Model Form is in accordance with AGC Network guidance (Q&A and online training) on annual goals.	Sep 2013-Aug 2014	Continuing	3A-C, 5A-C, 6A-B
TEA TCIP Groups:			
AGC Lead will attend (and present at, if requested) TCIP AGC meetings and attend and/or present at other TCIP groups, as requested by TEA.	Sep 2013-Aug 2014	Continuing	3A-C, 5A-C, 6A-B

Assistive Technology Network Improvement Activities:

Conference/Meeting Participation	Timeline	Status	Indicators Impacted
TATN Conference:			
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.	Jun , 2013	Completed	All
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.	Jun , 2013	Continuing	All
Host an Assistive Technology Lab at the Texas Computer Education Association 2013 (Austin Convention Center), to provide an assistive technology lab and possible learning lab sessions on technologies for struggling students.	Feb , 2014	Continuing	All
Technical Assistance	**Timeline**	**Status**	**Indicators Impacted**
Face-to-Face meeting for Network members which included:			
Conference coordination activities and planning for statewide conference, professional development training based on TATN member needs & addressing Network initiative issues and collaborative efforts.	Oct 2012	Completed	All
Conference coordination activities and planning for statewide conference, professional development training based on TATN member needs & addressing Network initiative issues and collaborative efforts.	Oct 2013	Continuing	All
TETN or Web-based Updates:			
Fall – What we know about the STAAR assessment and the use of Assistive Technology.	Sep 2013	Continuing	All
Fall - Augmentative & Alternative Communication: Nothing to be Scared Of	Oct 2013	Continuing	All
Spring – Utilizing the iPad and Apps for Access to the General Curriculum – Darren Avey, Assistive Technology Specialist	Feb 2014	Continuing	All
TETN or Web-based Updates (Network):			
Provided services to facilitate Network and other leadership function communication and collaboration.	Sep 2012-Aug 2014	Continuing	All
Continued the use of a web based communication system to facilitate professional collaboration between Network members: · Facilitated the Network communication via online venues · Hosted, updated and continued to develop TATN website to serve as a resource for ESCs, LEAs, parents and other stakeholders · Work collaboratively to support the ATIM program which is hosted by Ohio Center for Autism and Low Incidence (OCALI) – a program sponsored by Central Ohio Education Service Center · 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	Sep 2012-Aug 2014	Continuing	All

Training	Timeline	Status	Indicators Impacted
Develop training materials, whether paper-based or paperless, to be delivered in a variety of online venues, which include: · Assistive Technology Internet Modules (ATIM) – which is a collaboration of 4 states (Ohio, Michigan, Indiana & Texas) to collect and build a repository of online interactive modules regarding assistive technology. To become a partner, states are required to collaborate by developing modules for submission to the repository and financial resources. · Project Share – TEA sponsored online resource for sharing information. TATN will provide documents, information and communication via Project Share's Assistive Technology group. · TATN website – online site to access recent user friendly materials and documents · TATN will provide access to materials and multi-media information on topics indicated below. Contracted services will be needed for ATIM module development, information and data gathering, validation, and developing user-friendly and disability accessible web-based materials and resources. · Consideration of Assistive Technology in the IEP · Supporting Transitions of Assistive Technology Users · Assistive Technology for Writing · Assistive Technology for Reading · Legal Issues and Updates Regarding Assistive Technology in the K-12 setting · Gaining Access to Accessible Instructional Materials (AIM)	Sep 2013-Aug 2014	Continuing	All
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 (per TEA direction and support). Struggling Readers module Struggling Writers module	May 2013	Continuing	All
Coordinated and published Web links and other related information to statewide leadership functions as needed.	Jun 2013	Continuing	All
Network Collaboration:	**Timeline**	**Status**	**Indicators Impacted**
Collaborated with other statewide leadership functions and projects: *Technical assistance for Texas Visual Impairment Network:* · 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	Sep 2012 – Aug 2014	Continuing	All
Texas Behavior Support Initiative · Development of a training that will incorporate principles of UDL and PBIS to address classroom behavior problems	Sep 2012 – Aug 2014	Continuing	All
Access to the General Curriculum Network: · Shared and collaborated on current educational issues which were common for both Networks, specifically regarding assistive technology. · Provision of an Assistive Technology Lab at the Inclusion Works! conference	Sep 2012-Aug 2014	Continuing	All

Autism Training Network Improvement Activities:

Conference/Meeting Participation	Timeline	Status	Indicators Impacted
Assist in planning and will participate in the Texas State Conference on Autism. Leadership for Autism Training will facilitate support from ESC 13 the conference by facilitating multiple sessions and provide staffing for registration on first two days of the conference.	Oct 2013	Continuing	All
Attended one national conference on autism—Ohio Center for Low Incidence Disabilities and Autism Training (OCALI).	Nov 2012	Completed	All
Attend one national conference on autism—Ohio Center for Low Incidence Disabilities and Autism Training (OCALI).	Nov 2013	Continuing	All

Technical Assistance	Timeline	Status	Indicators Impacted
Face to Face Meeting . Topics: Evidence-based practices, teacher standards, training module revisions, program evaluation, planning, training collaboration, other topics as may be needed.	Feb 2013	Completed	All
Face to Face Meeting . Scheduled topics include coaching training, discussion of teacher standards resources, training module reviews, 2013-14 planning, DSM-V changes and implications for districts, litigation of issues in ASD, and other topics as requested by a majority of the contacts.	Feb, 2014	Continuing	All
Electronic Meeting (9-Noon). Updated module information, preview conference, update on model sites, information and resource sharing	Sep 2011 - May 2013	Continuing	All
Texas Statewide Leadership for Autism (Website) Update, expand and maintain website. Publish materials as generated by other activities within this grant.	Aug 2012- Aug 2013	Continuing	All
Texas Autism Resource Guide for Effective Teaching (TARGET) In an effort to provide more current data for users, a vendor will collect research on interventions published from Jan 1, 2012 through December 31, 2012. Review to be completed by university personnel providing letter of interest and vita for a flat fee contract.	Jul 2013	Continuing	
Evidence Based Practices Project: Next steps of the Model Sites Project Each ESC will develop and implement a plan for the dissemination of Evidence Based Practices in their region. Minimal requirements include: · Classroom/Program assessment · Staff Training Review and Plan · Selecting EBPs for Implementation · Collecting Data · Generating Reports · Dissemination of Information	Sep 2013- Jun 2014	Continuing	All
Provide technical assistance and support to the AU Network members as they implement Evidence Based Practices Project within the 20 regions across the state in the identified areas listed above	Sep 2013- Aug 2014	Continuing	All

Training	Timeline	Status	Indicators Impacted
Develop Statewide Training Resources			
Develop 6 new modules to be available on the ESC 13 website regarding Applied Behavior Analysis by Sep 2013	Sep 2013	Completed	All
Distributed brochures at statewide events Potential events including: 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)	Sep 2012- Aug 2013	Continuing	All
Evaluation of Core Trainings			
Review of trainings - on line and Trainer of Trainers Modules. Provide report to TEA regarding feedback and action taken by ESC staff · In spring of each year, content and research will be reviewed to maintain material validity. All courses previously created in different formats will be moved to Articulate for grant staff to modify as needed. Activity is designed to reduce fiscal burden in the future.	Sep 2013- Aug 2014	Continuing	All
Marketing of Courses			
Grant staff will coordinate creation of Public Service Announcements to be used during Autism Awareness Month. Television and radio outlets will be given the PSA focusing on resources in English and Spanish. At least one television and radio outlet will be utilized in each of 8 ESCs.	Jan 2013- Aug 2014	Continuing	All
Grant staff will produce Press Releases. Information will be given to ESC contacts and they will facilitate local distribution.			
Network Collaboration:	**Timeline**	**Status**	**Indicators Impacted**
Access to the General Curriculum Network (Region 20) · Provide this Network with information on the online Autism Training Series, the TARGET and the NPDC Evidence-Based Practices Briefs.	Aug 2012 – Sep 2014	Continuing	All
AT Network (Region 4) · Asks this Network to review AAC & Autism module for feedback/revisions · Attended TATN Conference. Provide presentation and exhibitor.	Aug 2012 – Sep 2014	Continuing	All
Behavior Network (Region 4) · Provide this Network with information on the online Autism Training Series, the TARGET and the NPDC Evidence-Based Practices Briefs.	Aug 2012 – Sep 2014	Continuing	All
Evaluation Network (Region 12) · Correspond with this Network for updates on any changes to the Diagnostic and Statistical Manual- V that will affect assessment of students with autism spectrum disorders.	Aug 2012 – Sep 2014	Continuing	All
Legal Framework (Region 18) · Ask Network to provide review and comment on core training modules.	Aug 2012 – Sep 2014	Continuing	All
Parent Coordination Network (Region 9) · Provide this Network with information and updates on the Core Training Series and the TARGET manual.	Aug 2012 – Sep 2014	Continuing	All
3LID (Region 3) · Provide this Network with information on the online Autism Training Series, the TARGET and the NPDC Evidence-Based Practices Briefs.	Aug 2012 – Sep 2014	Continuing	All

Transition (Region 11)	Aug 2012 – Sep 2014	Continuing	All
· Provide this Network with information on the online Autism Training Series, the TARGET and the NPDC Evidence-Based Practices Briefs.			
· Transition Conference. Offered to provide a session on Autism for their conference. Was an exhibitor at this conference			
Collaboration with Other Entities			
Texas Council on Autism	Aug 2012- Sept 2014	Continuing	All
· Provided meeting space for the council.			
· Provided meeting space for the regional committee of the Council.			
Act Early	Sept 2013- Aug 2014	Continuing	All
· Collaborated with other agencies on the Act Early Project as determined by TEA.			

The Texas Behavior Support (TBS) Initiative Network Improvement Activities:

Conference/Meeting Participation	Timeline	Status	Indicators Impacted
Facilitated 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.	Jun 2013	Completed	4A-B,
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	Jun 2014	Continuing	4A-B,
Attend the International Conference on Positive Behavior Support in San Diego, California	Mar 28-30, 2013	Completed	4A-B,
Technical Assistance	**Timeline**	**Status**	**Indicators Impacted**
Conduct Face-to-Face meeting with Network members to discuss, plan, and coordinate project activities: · TBSI Online Revisions and new modules · Statewide and Regional Restraint Reports · PBIS and Bullying Prevention · TBS and University Collaboration · PBIS Assessment · Collaborative activities with other leadership functions · Planning of the 2013 TBS State Conference	Sep 2013	Continuing	4A-B, 5, 6, 7

Facilitated the collection, review and analysis of statewide/ regional data including:
· Benchmarks of Quality (BoQ) – a PBIS school-wide assessment tool used to measure the fidelity of PBIS implementation. Data from the BOQ will be entered by each TBS Contact into PBIS Assessments.
· School Profile and End of Year Outcome Data – Demographic information and discipline data obtained from schools currently participating in the Texas PBIS Project
· Network Implementation Plan Results Report - A report of each Network member's activities related to the Network Implementation Plan.
   ° 2013-2014 Network Activities
   ° PBIS Efforts
	Sep 2013- Aug 2014	Continuing	4A-B, 5, 6, 7

Technical Assistance to Network from Dr. Heather George:
   ° School-wide PBIS Implementation
   ° Implementing a Multi-Tiered System of Support for Behavior: Recommended Practices for School and District Leaders
	Oct 2012
	Apr 2013
		Completed
		Completed
			4A-B ,5 ,6 ,7
			4A-B ,5 ,6 ,7

Dr. Scott Ross - Bully Prevention in Positive Behavior Support	Nov 2012	Completed	4A-B ,5 ,6 ,7
Dr. Billie Jo Rodriguez - Critical Features of Tier 2 Interventions	Feb 2013	Completed	4A-B ,5 ,6 ,7
Training	**Timeline**	**Status**	**Indicators Impacted**
Statewide capacity building through product development and dissemination of information			
Maintenance of the TBS website (www.txbsi.org) for the posting of resources for ESCs, LEAs, parents and other stakeholders, including but not limited to: · 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 function.	Sep 2012-Aug 2014	Continuing	4A-B ,5 ,6 ,7
Maintenance of the TxCEDS website for the dissemination of information related to project activities and development of children's social and emotional wellness · Provide quarterly updates (at minimum) to website information · Maintain web links to other statewide leadership functions	Sep 2012-Aug 2014	Continuing	4A-B ,5 ,6 ,7
Updated/revised content materials of current TBSI online modules · Revision of current content materials · Development of new TBSI modules · TBSI Administrator Overview · Updated technology platform of the existing TBSI online modules and develop platform for new TBSI modules · Graphics development · Flash development · Audio recording/editing · Product software	Sep 2012 - Aug 2013	Completed	4A-B ,5 ,6 ,7
Updated and distributed regional Restraint Reports to TBS contacts	Sep 2012	Completed	4A-B ,5 ,6 ,7
Developed training materials on the integration of PBIS and Social Emotional Learning (SEL). Materials were posted on the TBS website and the TxCEDS website.	Nov 2012	Completed	4A-B ,5 ,6 ,7
As a result of the Technical Assistance received from Dr. George, a Question and Answer (Q&A) document on Implementing a Multi-Tiered System of Support for Behavior: Recommended Practices for School and District Leaders will be developed and distributed to the TBS Network. Additionally, the Q&A document will be posted to the TBS Network Members portion of the Network website.	Aug 2013	Continuing	4A-B ,5 ,6 ,7
With consent from Dr. Ross, the webinar will be recorded and turned into a podcast that TBS Network Members will have access to in the future. The podcast will be housed on the Network member's portion of the TBS website.	Nov 2013	Continuing	4A-B ,5 ,6 ,7
With consent from Dr. Rodriguez, the webinar will be recorded and turned into a podcast that TBS Network Members will have access to in the future. The podcast will be housed on the Network member's portion of the TBS website.	Feb 2013	Continuing	4A-B ,5 ,6 ,7

Network Collaboration	Timeline	Status	Indicators Impacted
Disproportionate Representation · Continued 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.	Sep 2012 – Aug 2013	Continuing	4A-B, 5, 6, 7
Access to General Curriculum · Discussed with AGC on how to ensure that PBIS reaches all children and not only children in special education.	Sep 2012 – Aug 2013	Continuing	4A-B, 5, 6, 7
Autism · Cross-collaboration and planning for state Autism and TBSI conferences.	Sep 2012 - Aug 2013	Continuing	4A-B, 5, 6, 7
TATN · Continued the use of web based communication for professional collaboration and the sharing of resources and Network activities (i.e. Wiki website)	Sep 2012- Aug 2013	Completed	4A-B, 5, 6, 7
· Development of a training that will incorporate principles of UDL and PBIS to address classroom behavior problems.	Sep 2013 - Aug 2014	Continuing	4A-B, 5, 6, 7
Transition · Share information between TBS and Transition on how to meet the needs of students with behavioral difficulties once they leave public education.	Sep 2013 - Aug 2014	Continuing	4A-B, 5, 6, 7, 13,14

Disproportionate Representation Improvement Activities:

Conference/Meeting Participation	Timeline	Status	Indicators Impacted
Attend a National Conference to review the national perspective of disproportionality in special education	Feb 2013	Continuing	4A-B, 9, 10

Technical Assistance	Timeline	Status	Indicators Impacted
Continued utilization 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.	Aug 2013	Continuing	4A-B, 9, 10
ESC disproportionality contacts provided technical assistance to districts/charters not in compliance with disproportionality indicators 4, 9 and/or10 by:	Sep 2012- Aug 2013	Continuing	4A-B, 9, 10
· Promoting district participation in the *Disproportionality in Special Education* 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			
· Promoted 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.			
· Participated in the presentations by the Metropolitan Center for Urban Education on the new guidance documents.			

Promoted and/or trained on the use of the new guidance documents from Metropolitan Center for Urban Education.	Jun 2013	Completed	4A-B, 9, 10
Work with TEA project contact on initiating collaboration with the Division of Performance-Based Monitoring on incorporating the process outlined in the technical assistance manual into the discussion with staged LEAs with PBMAS levels of 2 and 3 on SE indicators 12 - 15 for CIP development and Noncompliance with SPP 9 and 10 identification.	Nov 2013	Continuing	4A-B, 9, 10
Work with data specialist on development of electronic tools aligned to data analysis steps Tables 1-12 of SPP 4 and Tables 1-13 of SPP 9 and 10 in the technical assistance manual process or purchase from the contractor data tools already developed.	Jan 2014	Continuing	4A-B, 9, 10
Develop electronic recording documents for recording findings during the Quality Indicator Reviews of SPP 4	Mar 2014	Continuing	4A-B, 9, 10
Review, revise and rerecord the online disproportionality training to incorporate the new calculation method for disproportionate representation and best practices.	October 2013	Continuing	4A-B, 9, 10
Review data of districts identified as disproportionate and/or significantly disproportionate or PBMAS performance levels of 3 on indicators of overrepresentation who have shown improvement over a two year period.	Nov 2013	Continuing	4A-B, 9, 10
Through the respective ESC Disproportionate representative, initiate contact with districts from above list, contact LEA SE director to identify activities affecting improvement to include in the best practices and web site.	Jan 2014	Continuing	4A-B, 9, 10
Provide support on the implementation of the State Performance Plan Technical Assistance System for Disproportionality: A Plan for Districts manual	Sep 2013-Aug 2014	Continuing	4A-B, 9, 10
Research and locate additional resources to enhance the information/process provided in the manual and provide through e-mail message to the Disproportionate Representatives of the ESCs.	Sep 2013-Aug 2014	Continuing	4A-B, 9, 10
Continue 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	Sep 2014-Aug 2014	Continuing	4A-B, 9, 10
Disproportionality Web Site			
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.	Sep 2012 – Aug 2014	Continuing	4A-B, 9, 10
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 current with rules, calculation, links, and updates to resource tools.			
Monitor use of web site			
Monitor use of resources			
Monitor the use of the *Disproportionality in Special Education* online presentation on disproportionate representation	Sep 2012-Aug 2013	Completed	4A-B, 9, 10
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 *Resources for Disproportionate Representation Survey* once distributed.			

Use data collected from the *Resources for Disproportionate Representation Survey* to determine needs and use of tools found on the Disproportionality in Special Education web site.			
Report survey results and online presentation access to TEA	Jan 2013	Completed	4A-B, 9, 10
ESC disproportionality contacts will provide technical assistance to districts/charters not in compliance with disproportionality indicators 4, 9 and/or10 by: ·　　Promoting and/or training on the use of the State Performance Plan Technical Assistance System for Disproportionality: A Plan for Districts ·　　Promoting district participation in the Disproportionality in Special Education 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; and Leading for Systemic Change ·　　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.	Sep 2013-Aug 2014	Continuing	4A-B, 9, 10

Network Collaboration	**Timeline**	**Status**	**Indicators Impacted**
Coordinate with other ESCs such as Evaluation, AGC and Behavior Network to share, post and /or link: link information based on other state Network websites to address disproportionality.	Sep 2012 – Aug 2014	Continuing	4A-B, 9, 10
Share data with Evaluation, AGC, Transition, and Behavior Network to address critical issues, such as behavior and how it affects disproportionality in the referral and identification process, discipline, educational setting, environment, etc.	Sep 2012 – Aug 2014	Continuing	4A-B, 9, 10
Provide leadership, guidance, and ongoing communication with Texas Education Agency, ESC executive directors, special education directors and other administrators as appropriate	Sep 2012 – Aug 2014	Continuing	4A-B, 9, 10
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.	Sep 2012 – Aug 2014	Continuing	4A-B, 9, 10
For the 2012-13 school year, the primary focus of the Disproportionate Representation in Special Education statewide leadership project will be to :			
·　　Provide support and training on the use of the Technical Assistance Manual for Disproportionality. ·　　Continue 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. ·　　Continue to upgrade and post new information on web site for district use. ·　　Promote district participation in the *Disproportionality in Special Education* on line training ·　　Promote the use of the online Significant Disproportionality data analysis tool that monitors disproportionality	Sep 2013-Aug 2014	Continuing	4A-B, 9, 10

Evaluation Network Improvements Activities:

Conference/Meeting Participation	Timeline	Status	Indicators Impacted
Statewide Evaluation Personnel (SWEP) Conference			
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.	Feb 2013	Completed	11, 12
· TETN Update (9:00-12:00): To finalize conference plans for Feb 2012.	Sep 2012	Completed	11,12
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.	Feb 2014	Continuing	11,12

Low Incidence Disabilities Network Improvement Activities:

Conference/Meeting Participation	Timeline	Status	Indicators Impacted
Presented a break-out session at Autism Conference	Oct 2012	Completed	All
Support the **Statewide Conference on Deafness (SWCED)** · Provided Low Functioning Deaf (LFD) break-out sessions presented by out of state speakers (not in-state personnel currently working in districts or service centers)	Jul 2012	Completed	All
· Presented a pre-conference session on "Supporting the Students with LFD: A Team Approach" with some of the field test teachers	Jul 2012	Completed	All
Attend the **CEC Conference** 2013 in San Antonio, Texas	Apr 2013	Completed	All
Present a break-out session at Autism Conference in collaboration with Autism Project on "grading that is meaningful for students with severe disabilities"	Oct, 2012	Completed	All
Technical Assistance	**Timeline**	**Status**	**Indicators Impacted**
Face to Face Network Planning Meeting will discuss: · Planning/evaluation · 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	Dec 2012	Completed	All
· Coordinate face to face Network meeting to coincide with Deaf blind Symposium so that LID specialists attend face to face meeting on day one and attend DB Symposium on day two. Specialists will then share highlights and information gained using Projectshare.	Feb 2013	Completed	All
TETNs · Participate in ½ day professional development training over TETN provided by Texas Deaf blind Project staff topic to be determined by need assessment of LID/DB education specialists.	Apr 2013	Completed	All
· Participate in half day professional development training over TETN provided by Region11 DHH lead on Sign Language for Life skills.	Aug 2013	Completed	All

Professional development and technical assistance to Regional Deaf blind Specialists			
· Participated in a needs assessment process using Deaf blind Census data conducted over a Webinar by Texas Deaf blind Project (webinar)	Sep 2011	Completed	All
• Participate in 5 **webinars** provided by The Texas Deafblind Project staff.	Sept 2013- Aug 2014	New	All

Training	Timeline	Status	Indicators Impacted
Trainings in Regions: (Lead updated/revised training materials and keep them available to Network members): · Teaching Literacy to Students with Significant Disabilities · Teaching Math to Students with Significant Disabilities · Project MASTERY training	Sep 2012- Aug 2014	Continuing	All
Collaboration with Region 11 DHH lead on communication issues/resources for low functioning deaf. · Linked to their new on-line training modules for "Communication Access for Students who are Deaf and Low Functioning or Multiply Impaired"	Sep 2012- Aug 2013	Continuing	All
Support to the National Coalition on Deaf blindness (NCDB) Established competencies for teachers of deaf blind that have been adopted and posted on the Council of Exceptional Children (CEC) website. A job description was developed for an itinerant position by Texas School for the Blind (TSBVI). Coursework is available through Texas Tech University. A mentor program is available through TSBVI.	Sep 2012- Aug 2013	Continuing	All
· Provided capacity building funds for teachers pursuing endorsement coursework in deaf blindness. There is an application evaluation rubric used to determine the recipients of the funds. Applicants documented their present work or future intent to work with deaf blind students. Funds were paid directly to the university for Spring, Summer, or Fall 2012 courses. The selection of recipients was in collaboration with the TSBVI Deaf blind Outreach DB Mentor Program.	Sep 2012- Aug 2014	Continuing	All
Professional Development Training Maintained a web page dedicated to LFD Issues and post links to resources and trainings.	Sep 2012- Aug 2014	Continuing	All
Maintained the LFD Stakeholders Group for two meetings a year. · Developed title & job description for "in class support" person · Prepared a list of communication assessment tools appropriate for students who are low functioning deaf · Facilitated the development of training materials called "Supporting the Student who is LFD: A Team Approach" through field testing.	Sep 2012- May 2013	Continuing	All
Development of Online Module: **Purpose:** To provide high quality, accessible training to teachers and administrators of students with low incidence disabilities. The training will draw on previously developed Literacy modules and incorporate best practices for aligned instruction from start to finish; planning to grading, including guidance to administrators. A **result** of these trainings should be increased access to the general curriculum and increased student performance.	Sep 2013- Aug 2014	Continuing	All

Develop a Monthly Instructional Guide for Life skill classroom staff: · Purpose: To provide a checklist of items to accomplish each month throughout the school year in order to ensure the implementation of best practices for students within Life skill classrooms.	Sep 2013-Aug 2014	Continuing	All
Low Functioning Deaf (LFD): · Participate in LFD Stakeholders Committee composed of representatives from Texas School for the Deaf (TSD), TSBVI, a RDSPD director, 2 district Deaf Ed supervisors, DHH (Region 11) and LID (Region 3) leads, and a parent. Their role is to provide input for the implementation of the statewide plan by identifying needs, areas of improvement, making recommendations and developing training materials. Meetings every 2 – 3 months as needed to address product development decisions.	Sep 2013-Aug 2014	Continuing	All
· Post and maintain title & job description for "in class support" person on LID webpage.	Sep 2013-Aug 2014	Continuing	All
· Post and maintain list of communication assessment tools appropriate for students who are low functioning deaf on LID webpage	Sep 2013-Aug 2014	Continuing	All
Collaborate with Region 11 DHH lead on communication issues/resources for low functioning deaf. Provide and maintain link to **on-line training modules** for "Communication Access for Students who are Deaf and Low Functioning or Multiply Impaired"	Sep 2013-Aug 2014	Continuing	All
Collaborate with Region 11 DHH lead and Brent Pitt, TEA, on guidance for communication assessments.	Sep 2013-Aug 2014	Continuing	All
Collaborate with Region 11 DHH lead and Brent Pitt, TEA, on guidance for communication assessments.	Sep 2013-Aug 2014	Continuing	All
Network Collaboration	**Timeline**	**Status**	**Indicators Impacted**
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. *Additional Activities* · Attended meetings: · TEA leadership meetings, TETNs, and other requested meetings. · Deaf blind Project Quarterly Meetings for planning and evaluation of grant activities.	Sep 2012–Aug 2014	Continuing	All

Parent Coordination Network Improvement Activities:

Conference/Meeting Participation	Timeline	Status	Indicators Impacted

Parent Organizations Academy
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. Parent Network members facilitated the Academy.
Topics:
  State Assessments Update
  Prior Written Notice
  SPP 14 Postsecondary Outcomes
  Legal Framework
	Nov 2012	Completed	8

	Nov 2013	Continuing	8
The Academy will provide attendees current special education information and the opportunities to Network with various organization representatives. The goal is to provide organizations which frequently respond to parents' questions and concerns with accurate information and resources. Proposed topics for the 2012 Academy are updates from the Legal Framework team and Positive Behavior Interventions and Supports.			
State Parent Training Improvement Committee Reviewed 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 consisted 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 assisted with this meeting.	Sep 2012-Sep 2013	Completed	8

Technical Assistance	Timeline	Status	Indicators Impacted
Data Collection Coordinated the State Performance Plan Parent Survey process. Approximately 18,000 parents of students receiving special education services were 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. Follow-up activity:	Sep 2012-Aug 2014	Continuing	8
· 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.	May-Aug 2013 May-Aug 2014	Completed Continuing	8
Coordinate and facilitate Parent Coordination Network Meetings: Face-to-Face meeting with Network members.	Nov 2013 - 2014	Continuing	8
TETN Updates.	Oct 2012 and Mar 2013	Completed	8
TETN Updates.	Oct 2013 and Mar 2014	Continuing	
Provide information, technical assistance, or training to school personnel and parents to facilitate parent involvement.	Sep 2012-Aug 2014	Continuing	8
Texas Project FIRST 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.	Sep 2012 – Aug 2013	Completed	8
· Maintain an accessible approved, bilingual website that is written in a parent friendly, easy to understand manner. · Improve access to Parent training across Texas.	Sep 2013-Aug 2014	Continuing	8
· Continue organization of E-List and Yahoo group to inform parents/educators/others about training opportunities, conferences, additions to website, opportunities for public input, and other important TEA information.	Sep 2013-Aug 2014	Continuing	8

- Conduct outreach activities, including to parents who are traditionally underserved and/or lacking internet access, to disseminate project information.

- Using current Texas Project FIRST users who have registered for updates and training event participants develop & distribute a survey using online survey tool to ensure that the website and training events are improving parents' understanding of the ARD process, enhancing their ability to effectively communicate with schools, and increasing parental involvement.

- Investigate ability to provide web based trainings through use of PowerPoint, remote camera, phone systems similar to web based training currently offered by the Rural Institute in Montana.

Technical Assistance	Timeline	Status	Indicators Impacted
Goal A: Texas 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. 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. Maintains an accessible bilingual website that is written in a parent friendly, easy to understand manner. The website was designed to inform parents across Texas of: · 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.) Goals of website additions include, but are not limited to: · Update Testing Pages, Least Restrictive Environment; Highly Qualified Teachers; Response to Intervention; Early Intervening Services; Graduation; Employment; Post-Secondary Education, Facilitated IEPs, etc.	Sep 2012 – Aug 2013	Continuing	8
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.	Sep 2012-Aug 2014	Continuing	8

Training	Timeline	Status	Indicators Impacted
Parent Training. · Continued to 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. The materials will be disseminated electronically.	Sep 2012-Aug 2014	Continuing	8

Network Collaboration	Timeline	Status	Indicators Impacted
Parent Coordination Lead: · Will participate at the Parent Conference, · Will serve on state committees, and · Will 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	Sep 2012 – Aug 2013 Jan 2014	Completed Continuing	8 8

Secondary Transition/Post School Results Improvement Activities:

Conference/Meeting Participation	Timeline	Status	Indicators Impacted
Texas Transition Conference Coordinate Texas Transition Conference (TTC): 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 (detailed in summary).	Feb 2013 Feb 2014	Completed Continuing	1,2,13,14
State Leadership will : · Contract with conference planner · Support conference programming · Secure audio visual equipment and support · Provide interpreters · 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.	Feb 2014	Continuing	1,2,13,14

Technical Assistance	Timeline	Status	Indicators Impacted
Indicator 13 Data Analysis			
Address Indicator 13 training as needed including folder reviews	Feb 2013 Feb 2014	Completed Continuing	1,2,13
Coordinate data analysis with TEA	Sep 2012 Sep 2013	Completed Continuing	1,2,13
Assist all regional transition specialists in analyzing data to help them determine and design professional development to meet the identified regional needs	Feb 2013 Dec 2013	Completed Continuing	1,2,13
Present Indicator 13 data at Texas Transition Conference	Feb 2013 Feb 2014	Completed Continuing	1,2,13

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: · 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)].	May 2013 May 2014	Completed Continuing	1,2,13

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. The projects/functions will include:
 	
   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
	Feb 2013
	Feb 2014
		Completed
		Continuing
			1,2,13

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: · Texas Transition: Attaining Goals · Module for Postsecondary Goals · Module for Transition Assessment: What's It All About? (Note: modules may be presented within the Texas Transition training) · Recommend that the trainings listed above be attended by a team of district personnel who make up the transition team. · Recommend district team members have district level discussions to establish a process for correcting student folders and therefore addressing transition issues appropriately for all students. Recommend that districts go to ARD to discuss issues that are correctable.	Aug 2013 Aug 2014	Completed Continuing	1,2,13

Indicator 14 Data Collection, Analysis, and Reporting			
Based on data collected Spring/Summer 2011, review and edit grade 12 and extended postsecondary surveys, if requested by TEA	Jan 2013 Jan 2014	Completed Continuing	1,2,14
Using grade 12 exit demographic data collected Spring/Summer 2011, contract with company for extended survey collection via telephone	Jul 2013 Jul 2014	Completed Continuing	1,2,14
Distribute postsecondary data as collected by contracted agency to TEA and ESCs.	Nov 2012 Nov 2012	Completed Continuing	1,2,14
Analysis of postsecondary 2011-12 data (Contract with company for disaggregated general analysis of postsecondary data for Indicator 14 APR)	Jul 2013 Jul 2014	Completed Continuing	1,2,14
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: · 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	Aug 2013	Continuing	1,2,14

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:
 	
Transition Network will 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 includes:
   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
	Jan 2013 Feb 2014	Completed Continuing	1,2,14

Collaborate with TEA, College and Career Readiness, about drop-out prevention for students receiving special education services	Aug 201 Aug 2014	Completed Continuing	1,2,14
Secondary Transition/Post-School Results Higher Education			
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. Network leadership will work to connect information with the Career Readiness portal through TEA once it is completed	May 2013 May 2014	Completed Continuing	1,2,13,14
Continue to research programs and resources – place links on statewide transition website	May 2013 May 2014	Completed Continuing	1,2,13,14

| | May 2013 | Completed | 1,2,13,14 |
| 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. | May 2014 | Continuing | |

Training	**Timeline**	**Status**	**Indicators Impacted**
Secondary Transition/Post-School Results Network			
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.	Jun 2013 Jun 2014	Completed Continuing	1,2,13,14

Network members will provide professional development with the following trainings:
 	
    a.   Texas Transition: Attaining Goals
    b.   Leaving a Clear Trail: Destination - Academic Achievement Record)
	Aug 2013 Aug 2014	Completed Continuing	1,2,13,14

Network members will continue to use these modules:
 	
    a.   Transition Assessments: What's It All About?
    b.   Postsecondary Goals
    c.   Summary of Performance
    d.   Transitioning from High School to College
	Aug 2013 Aug 2014	Completed Continuing	1,2,13,14

Network will be trained yearly to present updated and new trainings	Oct 2013 Apr 2014	Completed Continuing	1,2,13,14

Facilitate collaboration of districts and agencies
 	
    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.
	Aug 2013 Aug 2014	Completed Continuing	1,2,13,14

Continue to enhance statewide transition website and keep website current	Aug 2013 Aug 2014	Completed Continuing	1,2,13,14

Network meetings – all Network members will attend:
    a.   October 2012 (F2F meeting – Fort Worth)
    b.   Feb 2012 TETN (9-1)
	Oct 2013
	
	Feb 2013
		Continuing
		
		Completed
			1,2,13,14

Network meetings – all Network members will attend: a. October 2012	Oct 2013	Continuing	1,2,13,14
b. Apr 2014 TETN (9-1)	Apr 2014	Continuing	1,2,13,14
All Network members will attend the Texas Transition Conference (TTC)	Feb 2013 Feb 2014	Completed Continuing	1,2,13,14

Network members will provide overviews/training on the Early Warning Data System to assist districts/campuses in dropout prevention especially related to the student with disabilities. This is a collaborative effort with ESC NCLB staff with assistance from the Texas Comprehensive Center. The following are to be addressed: 　　　1.　　Assistance will continue to be provided for districts/campuses identified during 2012-2013. New districts/campuses may be identified based on analysis of regional/district data for SPP Indicators 1 and 2 and data from the EWDS. Training and technical assistance will be provided to these identified districts. 　　　2.　　Information on data analysis and technical assistance will be included in the SECIP reports of each region which in turn will be compiled and reported by TEA in the APR.	Aug 2014	Continuing	1,2,13,14
Continue the development of a training model for designing an 18-21 year old program.	Aug 2014	Continuing	1,2,13,14
Continue the development of 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	May 2014	Continuing	1,2,13,14
Network Collaboration	**Timeline**	**Status**	**Indicators Impacted**
The Secondary Transition Network collaborated with the following state leads/projects: *AGC* 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.	Sep 2012 – Aug 2014	Continuing	1,2,13,14
Collaborate to ensure that Network documents align for the development of the annual goals and that those goals facilitate movement toward the postsecondary goals.	Sep 2012 – Aug 2014	Continuing	1,2,13,14
AI Network Lead for AI Communication will speak to Network at F2F on issues that need to be considered during the transition process	Sep 2012 – Aug 2014	Continuing	1,2,13,14
VI Network 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	Sep 2012 – Aug 2014	Continuing	1,2,13,14
Parent Coordination Present at Parent Advisory Council	Sep 2012 – Aug 2014	Continuing	1,2,13,14
Behavior 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.	Sep 2012 – Aug 2014	Continuing	1,2,13,14

Collaboration with other Entities			
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).	Aug 2013	Continuing	1,2,13,14
· 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.	Oct 2013	Continuing	1,2,13,14
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.			
· Attend NSTTAC Secondary Transition State Planning Institute in Charlotte NC (Lead and Coordinator)	May 2013	Completed	1,2,13,14
Develop 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 are 8 proposed 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 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.	May 2013	Continuing	1,2,13,14
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: · 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 2013	Continuing	1,2,13,14

Texas Education Agency Improvement Activities:

Data Collection Improvement	Timeline	Status	Indicators Impacted
TEA staff continued collaborating with the Indicator 7 Development Team to develop enhancements of the application and report capabilities.	Jul 2012 – Jun 2013	Completed	7
Web guidance on the data collection process was reviewed to identify any needs for further improvements, updates will occur as needed.	Jul 2012 – Jun 2013	Completed	7, 11, 12, 13, 14
Data Integrity Checklist was developed and accessible online to help district collect and submit valid and reliable data.	Mar 2013	Completed	7, 11, 12, 13, 14
TEA staff continued to participate in the Child Outcomes Summary Form Data Community of Practice and the Family Outcomes Survey Community of Practice.	Jul 2012 – Jun 2013	Completed	7
Indicator 7 Support Team from the Federal and State Education Policy division, continued to provide targeted technical assistance with data collection to the 20 ESC Preschool Specialists.	Jul 2012 – Jun 2013	Completed	7
Texas was one of six states participating in the "Enhance Research Project" designed to improve the quality of child outcomes data.	Jan 2010 – Jan 2013	Continuing	7
TEA staff attended the Preschool Leadership Meeting in which NECTAC provided information on analysis and interpreting child outcome data.	Mar 2013	Completed	7, 12
TEA staff will continue collaborating with the SPP Indicator 7 Development Team to develop enhancements of the application and report capabilities.	Jul 2013 – Jun 2014	Continuing	7
TEA staff will continue to review and analyze data to determine state barriers to meeting targets and timelines, and develop a course of action.	Aug 2013 - Aug 2014	Continuing	All
The TEA will notify districts regarding their compliance status and required action plan.	Aug 2013 - Aug 2014	Continuing	All
Web guidance on the data collection process will be reviewed to identify any needs for further improvements, updates will occur as needed.	Jul 2013 – Jun 2014	Continuing	7, 11, 12, 13, 14
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.	Jul 2008 – Jun 2014	Continuing	7
Indicator 7 Support Team will continue to provide targeted technical assistance with data collection to the 20 ESC Preschool Specialists.	Jan 2009 – Aug 2014	Continuing	7
Texas will be one of six states participating in the "Enhance Research Project" designed to improve the quality of child outcomes data.	Jan 2010 – Jan 2014	Continuing	7
The TEA added enhancements to CDRMS to collect data regarding the reason a resolution session was not held in a case.	Aug 2011 - Aug 2012	Completed	18
The TEA continues with data collection and data analysis related to resolution sessions.	Aug 2011 - Aug 2014	Continuing	18
The TEA continues with data collection and data analysis related to mediation.	Aug 2011 - Aug 2014	Continuing	19

Technical Assistance	Timeline	Status	Indicators Impacted
TEA staff provided monthly updates via a Texas Education Telecommunications Network (TETN) broadcast to the 20 ESC Special Education Directors.	Jul 2012 – Jun 2013	Completed	All
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.)	Jul 2012 – Jun 2013	Completed	7, 11, 12, 13, 14
Web guidance continued to be updated as the need arose with alerts to the ESCs of new guidance posting.	Jun 2013	Completed	7, 11, 12, 13, 14
The 20 ESC preschool specialists continued to provide training on Indicator 7 modules 1-5.	Jul 2012 – Jun 2013	Completed	7
Work continued on the alignment of State Pre-K guidelines to COSF.	Jul 2012 – Jun 2013	Completed	6, 7, 12
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.	Nov 2012 and Mar 2013	Completed	6, 7, 12
TEA staff will provide monthly updates via a Texas Education Telecommunications Network (TETN) broadcast to the 20 ESC Special Education Directors.	Jul 2011 – Jun 2014	Continuing	All
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.)	Jul 2011 – Jun 2014	Continuing	7, 11, 12, 13, 14
Web guidance will continue to be updated as the need arises with alerts to the ESCs of new guidance posting.	Jul 2012-Jun 2014	Continuing	7, 11, 12, 13, 14
The 20 ESC preschool specialists will continue to provide training on Indicator 7 modules 1-5.	Jul 2012-Jun 2014	Continuing	7
Continuation of the alignment of State Pre-K guidelines to COSF.	Jul 2012-Jun 2014	Continuing	6, 7, 12
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.	Nov 2012, Jan 2014	Continuing	6, 7, 12
The TEA continues to disseminate information regarding the resolution process.	Aug 2011 – Aug 2014	Continuing	18
The TEA continues to disseminate information regarding the mediation process.	Aug 2011 – Aug 2014	Continuing	18
The TEA encourages the use of the mediation process to resolve disputes before a due process hearing is initiated.	Aug 2011 – Aug 2014	Continuing	19

Training	Timeline	Status	Indicators Impacted
ESC preschool specialists provided a yearly and updated Training Module #5 Early Childhood Counts – State Performance Plan # 7 Data Submission to their districts.	Jul 2012 – Jun 2014	Completed	6, 7, 12
TEA staff provided an interactive training via a TETN broadcast prior to the opening of the data collection system in Jan 2013.	Jan 2013	Completed	7
Training and technical assistance materials were revised and updated to reflect the most recent revisions to the data collection system.	Jul 2012 – Jun 2013	Completed	7, 11, 12, 13, 14
Preschool specialists will provide a yearly and updated Training Module #5 Early Childhood Counts – State Performance Plan #7 Data Submission to their districts.	Jul 2013-Jun 2014	Continuing	6, 7, 12
TEA staff will provide an interactive training via a TETN broadcast prior to the opening of the data collection system in Jan 2013.	Jan 2014	Continuing	7
Training and technical assistance materials will be revised and updated to reflect the most recent revisions to the data collection system.	Jul 2013-Jun 2014	Continuing	7, 11, 12, 13, 14
The TEA provides training to hearing officers to ensure that they have all of the information necessary to encourage the parties to participate in the resolution process.	Aug 2011 – Aug 2014	Continuing	18
The TEA provides training to hearing officers to ensure that they report resolution session outcomes with accuracy.	Aug 2011 – Aug 2014	Continuing	18
The TEA continues to provide in-house training for mediators.	Aug 2011 – Aug 2014	Continuing	19
The TEA informs mediators of advanced mediation training opportunities and encourages them to participate in such trainings.	Aug 2011 – Aug 2014	Continuing	19