

A Comprehensive Statewide Plan for Educational Services for Students who are Deaf or Hard of Hearing

The Texas state plan for students who are deaf or hard of hearing (State DHH Plan), developed with the assistance of the State DHH Plan Advisory Committee, is intended to be a tool for use in identifying needs, setting priorities and guiding the development and provision of services for students who are deaf or hard of hearing. The State DHH Plan contains measurable indicators consistent with prioritized results and aligned with [Texas Education Code \(TEC\) § 30.083](#), and is aligned with the Texas Performance Plan (SPP)/Annual Performance Report (APR).

The TEC § 30.083 requires the Texas Education Agency (TEA) to develop “a comprehensive statewide plan for educational services for students who are deaf or hard of hearing”. This state law requires the agency to develop a statewide plan that addresses: diagnosis and evaluation of students who are deaf or hard of hearing; admitting to regional day school programs for the deaf (RDSPD), students who have a hearing loss that interferes with the processing of linguistic information; enabling students to attend school as close to home as possible; enrolling students in the Texas School for the Deaf (TSD) those students whose needs can best be met at that school and establishing TSD as a statewide educational resource for students who are deaf or hard of hearing; encouraging students in the RDSPD to participate in general education classes; and recognizing the need for language and communication abilities in students who are deaf or hard of hearing, but calling for methods of communication that will meet individual student needs, with each student assessed thoroughly to ascertain the student’s potential for communications through a variety of means, including oral or aural means, fingerspelling or sign language.

The Individuals with Disabilities Education Act of 2004 (IDEA 2004), [Section 616\(b\)](#), 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 2004 and illustrates how the State will continuously improve upon this implementation. The State DHH Plan includes the following indicators from the IDEA Part B SPP: **Indicator 3**, relating to participation and performance on statewide assessments; **Indicator 7**, relating to preschool children; **Indicator 13**, relating to secondary transition; and **Indicator 14**, relating to post school outcomes. The State DHH Plan also includes the following indicators from the IDEA Part C SPP: **Indicator 5**, relating to the development of an individual family service plan (IFSP) for infants and toddlers; and **Indicator 8**, relating to timely transition planning to support the child’s transition into preschool and other appropriate community services by age 3.

The State DHH Plan is intended to promote continuous improvement of services to students who are deaf or hard of hearing and is guided by the use of data in decision-making. The plan is dynamic, and serves as a blueprint for future efforts. It will be reviewed annually in order to ensure improved services for students who are deaf or hard of hearing.

Result 1

Children who are deaf or hard of hearing, birth through two, are identified and receiving appropriate interventions at the earliest possible age.

Indicators

- 1.1 Percent of infants and toddlers who are deaf or hard of hearing birth to 1 with IFSPs compared to:
 - Other states with similar eligibility definitions; and
 - National data
- 1.2 Percentage of children who are deaf or hard of hearing exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday including:
 - IFSPs with transition steps and services,
 - Notification to LEA, if child eligible for Part B; and
 - Transition conference, if child potentially eligible for Part B

Result 2

Preschool students who are deaf or hard of hearing enter kindergarten with developmentally appropriate language/communication skills, cognitive skills and social-emotional abilities.

Indicators

- 2.1 Percent of preschool children who are deaf or hard of hearing who demonstrate improved
 - Positive social-emotional skills (including social relationships)
 - Acquisition and use of knowledge and skills (including early language/communication and early literacy)
 - Use of appropriate behaviors to meet their needs.

Result 3

Students who are deaf or hard of hearing meet or demonstrate continuous improvement on grade level standards on statewide assessments.

Indicators

- 3.1 Participation rate for students who are deaf or hard of hearing; in regular assessment; alternate assessment against grade level standards; and alternate assessment against alternate achievement standards
- 3.2 Proficiency rate for students who are deaf or hard of hearing; against grade level standards and alternate achievement standards

Result 4

Students who are deaf or hard of hearing demonstrate successful post-secondary outcomes as a result of effective transition planning.

Indicator

- 4.1 Percent of students who are Deaf or Hard of Hearing age 16 and above with IEPs that include coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
- 4.2 Percent of students who are Deaf or Hard of Hearing competitively employed, enrolled in some type of post secondary school or both within one year of leaving high school.