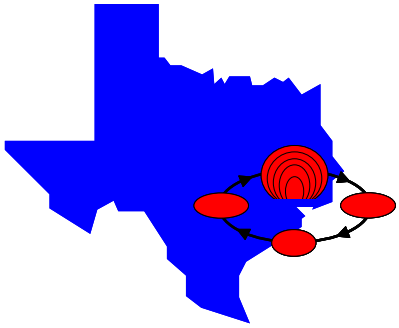


Texas Continuous Improvement Process

State Performance Plan | 2005 - 2012

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

Submitted	January 30, 2006
Approved	May 2006
First Revision	February 2007
Second Revision	February 2008
Third Revision	February 2009
Fourth Revision	February 2010
Fifth Revision	February 2011
Sixth Revision	February 2012
Seventh Revision	February 2013

Table of Contents

Overview of the State Performance Plan v

Monitoring Priority | FAPE in the LRE

Indicator 1 **Graduation** 1

Percent of youth with IEPs graduating from high school with a regular diploma

Indicator 2 **Dropout** 4

Percent of youth with IEPs dropping out of high school

Indicator 3 **Adequate Yearly Progress (AYP)** 7

Participation and performance of children with IEPs on statewide assessments

A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.

B. Participation rate for children with IEPs.

C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

Indicator 4 **Suspension and Expulsion** 22

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

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

Indicator 5 **Educational Environment, Ages 6 - 21** 29

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.

Indicator 6 **Educational Environment, Ages 3 - 5** 34

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.

Indicator 7 **Early Childhood Outcomes** 39

Percent of preschool children aged 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).

C. Use of appropriate behaviors to meet their needs.

Indicator 8 **Parent Involvement** 44

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 Priority | Disproportionality

Indicator 9 **Disproportionality** 50

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

Indicator 10 **Disproportionality** 53

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification

Monitoring Priority | Effective General Supervision Part B / Child Find

Indicator 11 **Child Find** 56

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 Priority | Effective General Supervision Part B / Effective Transition

Indicator 12 **Early Childhood Transition** 60

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

Indicator 13 **Secondary Transition** 64

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

Indicator 14 **Post-School Outcomes** 67

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.

Monitoring Priority | Effective General Supervision Part B / General Supervision

Indicator 15 **Effective General Supervision** 71

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

Indicator 16 **Complaint Investigation Timeline** 76

Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State

Indicator 17 **Due Process Hearing Timeline** 79

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

Indicator 18 **Resolution Sessions** 82

Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements

Indicator 19 **Mediation Agreements** 85

Percent of mediations held that resulted in mediation agreements

Indicator 20 **State Data Reporting** 88

State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate

Appendix A **Improvement Activities with Indicator Reference** A-1

Part B State Performance Plan Overview

The Individuals with Disabilities Education Act (IDEA) of 2004, signed on December 3, 2004, requires each state to develop a six-year performance plan. This State Performance Plan (SPP) evaluates the State's efforts to implement the requirements and purposes of IDEA and illustrates how the State will continuously improve upon this implementation. The SPP is submitted to the Office of Special Education Programs (OSEP) at the U.S. Department of Education (USDE). In February 2007, the first annual progress report related to the SPP, known as the State's Annual Performance Report (APR), was submitted to the Secretary of Education. An APR will be submitted annually through the 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/special.ed/.

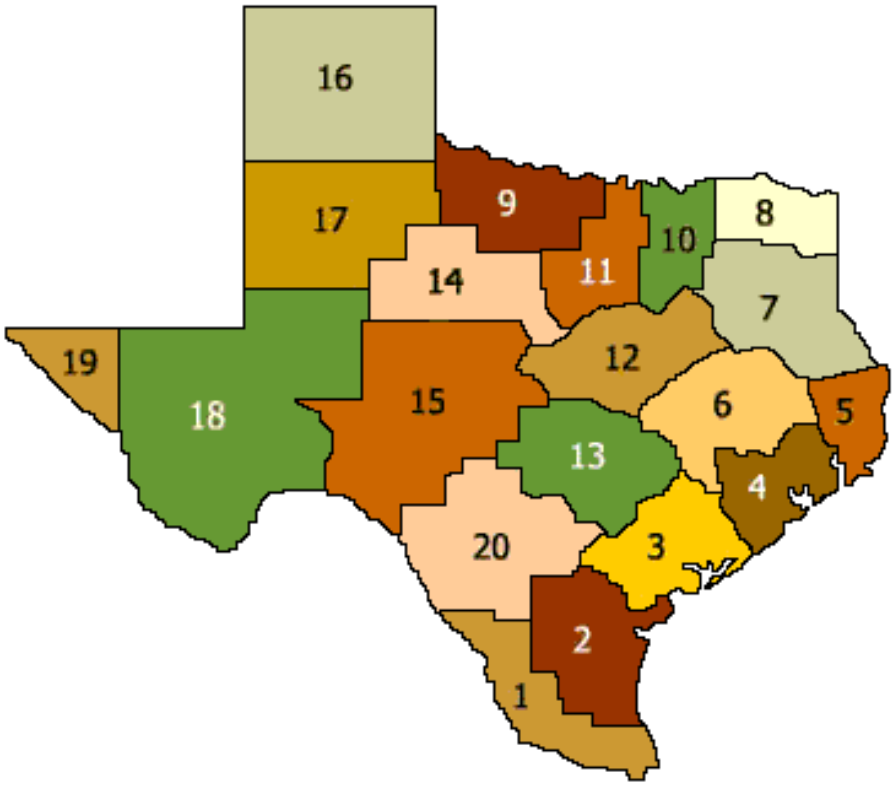
The ESC statewide leadership function leads establish and coordinate a 20-region network (see Figure 1.). This network ensures ongoing communication among ESCs about state-level needs assessment processes and planning, as well as implementing and evaluating statewide activities. Project leadership is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

Statewide Leadership Function and Project activities for 2011-2012 and 2012-2013 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/special.ed/.

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

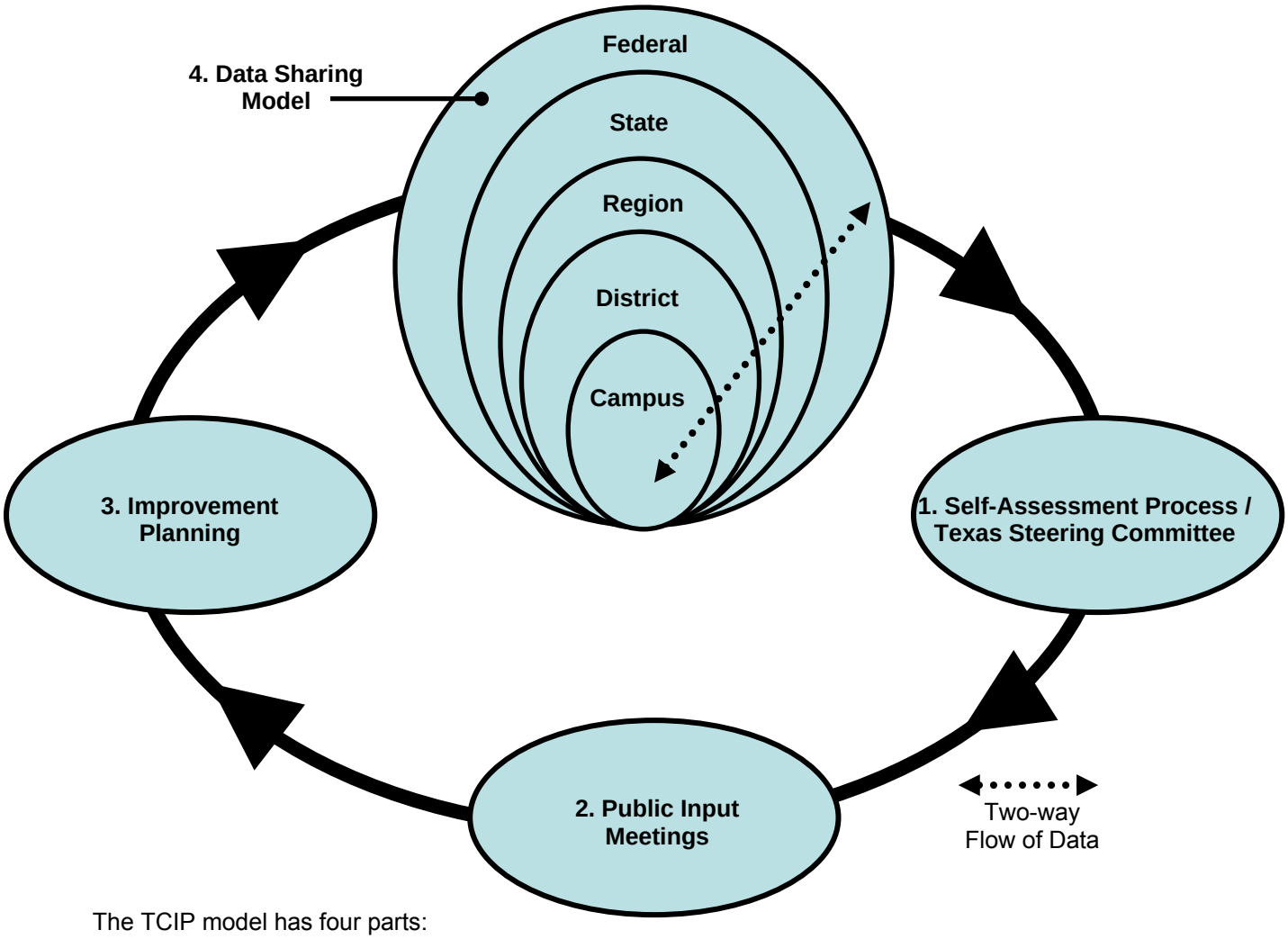
Figure 1. 20 Regional Education Service Centers



Overview of the Texas Continuous Improvement Process

The origins of the Texas Continuous Improvement Process (TCIP) can be traced back to September of 2000 when the Office of Special Education Programs (OSEP) monitored the state using the Continuous Improvement Monitoring Process (CIMP). The State adopted aspects of the CIMP and created the TCIP Model (Figure 2).

Figure 2. Texas Continuous Improvement Process



The TCIP model has four parts:

1. Self Assessment

The self assessment is the first part of the TCIP. It is conducted by the Texas Steering Committee (TSC), a group of 20-25 special education stakeholders with diverse perspectives (parents, teachers, administrators, advocates, etc). The TSC performs the self assessment in January, prior to the annual submission of the State Performance Plan (SPP) / Annual Performance Report (APR) on February 1 of each year.

The self assessment is accomplished by reviewing current data, discussing State progress and slippage, sharing on statewide improvement activities, and advising on targets.

2. Public Input and Information Meetings (PIIM)

Another source of data the State considers in the course of continuous improvement for the future is feedback gathered 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 2011-2012 school year, the following SPP Indicators were selected:

- Indicator 8: Parent Involvement
- Indicator 11: Child Find (Timely Evaluation)
- Indicator 12: Early Childhood Transition

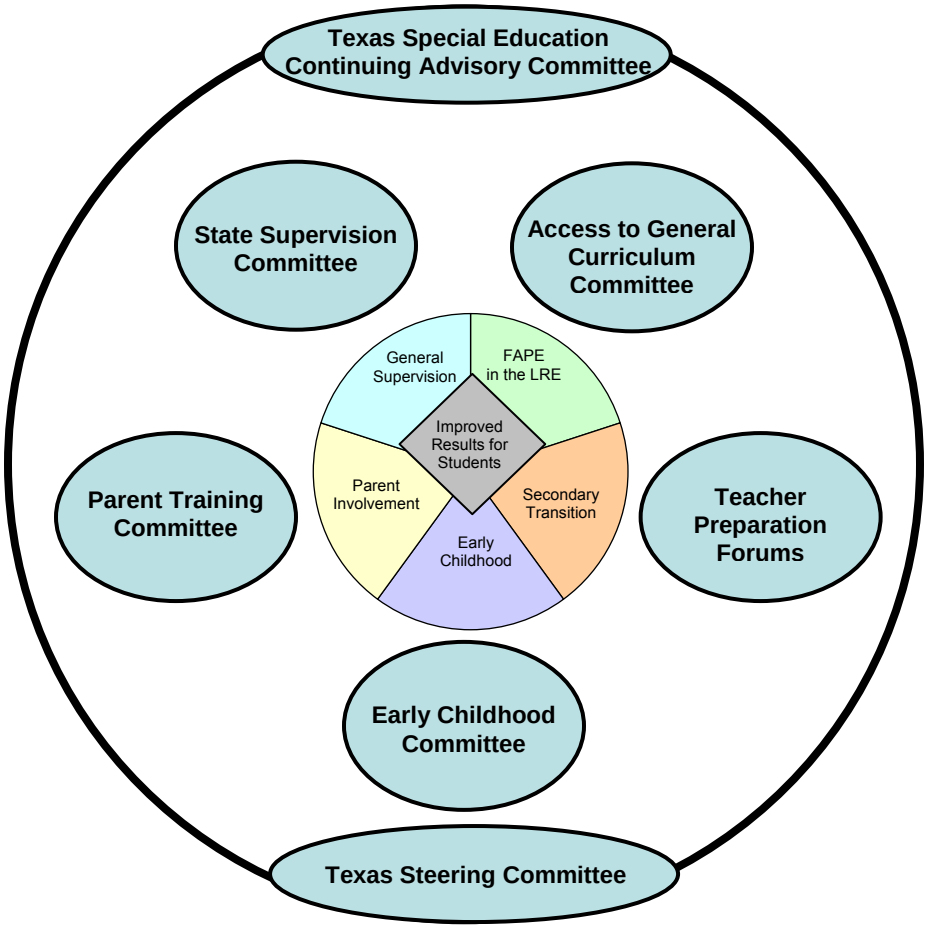
The TEA analyzes the feedback reported from all twenty regions in order to identify trends for guiding improvement planning within the State. Feedback at the regional level remains at the ESC and is used for guiding improvement planning within the region.

3. Improvement Committees (ICs), 2011-2012

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

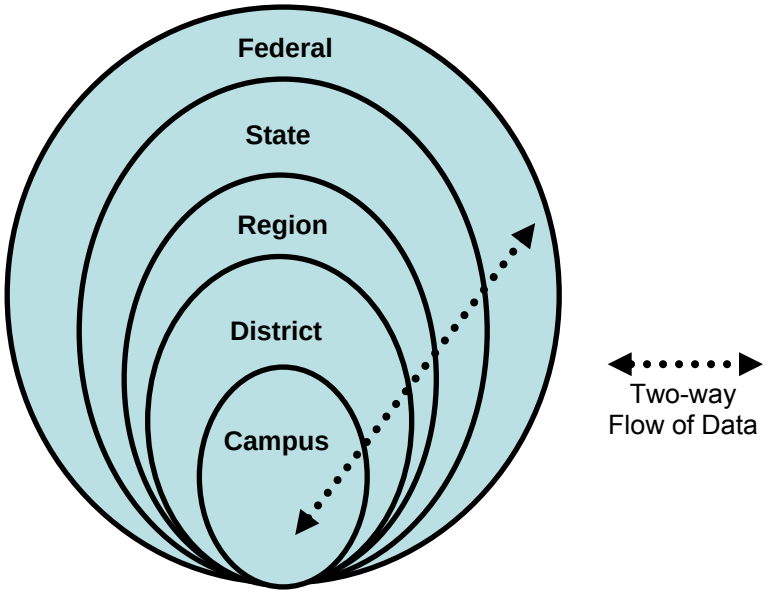
TCIP Improvement Committee	Focus
Access to General Curriculum	Provides advisement on free appropriate public education in the least restrictive environment (FAPE/LRE) issues, discipline, secondary transition, post-school outcomes, and disproportionate representation in special education
Continuing Advisory 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

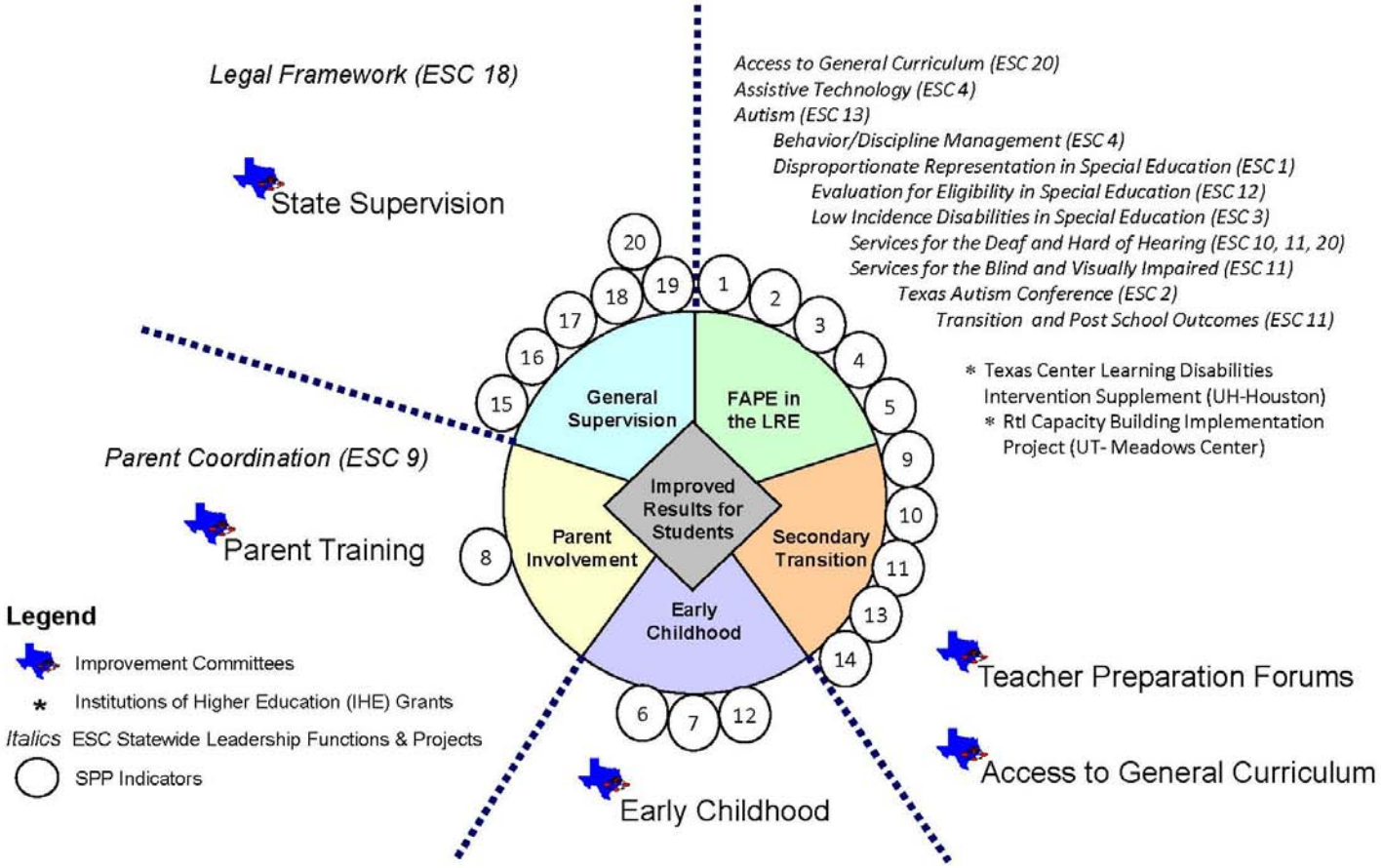
TCIP uses a multi-level, data-sharing model in order to inform improvement (see Figure 4). Data is reported from the campus level and aggregated at the district level for submission to the TEA. The TEA generates reports for districts and regional ESCs for improvement planning purposes. The TEA reports 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



Texas Continuous Improvement Process
Alignment Map



Broad Stakeholder Input

The cornerstone of the Texas Continuous Improvement Process is access to broad stakeholder input. To ensure feedback that is truly representative of the state's geographic and ethnic diversity, a systematic approach for obtaining stakeholder participation was developed. Key stakeholder roles were determined, and a recruitment plan was implemented. The key perspectives or roles included in all improvement committees are parents, teachers, campus and school district administrators, parent-support and advocacy groups, higher education institutions, and other state agencies. The TEA routinely reviews group membership to keep it current and contacts ESCs seeking recommendations to fill vacancies. In particular, parent involvement is sought through the Parent Coordination Network led by Region 9 ESC, as well as through the Parent Training and Information (PTI) Projects. Further, the expertise of group members is fully leveraged through requests for recommendations of other parents and professional colleagues for improvement group membership, and in some cases, some group members serve on additional improvement committees themselves. All 20 regions are represented within the overall improvement group membership. More information about the Texas Continuous Improvement Process and these improvement groups can be found on the TEA website at http://www.tea.state.tx.us/special.ed/.

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 and 2012 Technical Assistance Update

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

FFY 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

Public Dissemination of Information

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

District performance against the state targets in the State Performance Plan is reported in the *District Profiles* webpage at http://www.tea.state.tx.us/special.ed/. Profiles are updated each spring. State performance against state targets is reported in the APR which is posted to the web each spring after final approval of the APR from OSEP. Complete information about the SPP/APR, SPP/APR Reports, State Targets, District Public Reporting, and State Performance Plan can be found on the TEA website at http://www.tea.state.tx.us/special.ed/.

APR Submission Status

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

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

Submission Date	Indicators
February 2007	Indicators 1, 2, 3A-C, 4A, 5A-C, 6, 15, 16, 17, 19, 20
February 2008	Indicators 1, 2, 3A-C, 4A, 5, 9, 10, 15, 16, 17, 18, 19, 20
February 2009	Indicators 1, 2, 3A-C, 5, 7A-C*, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20
February 2010	Indicators 1, 2, 3A-C, 4A, 5A-C, 7A-C*, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20
February 2011	Indicators 1, 2, 3A-C, 4A, 4B*, 5A-C, 7A-C, 8, 9, 10, 11, 12, 13*, 14*, 15, 16, 17, 18, 19, 20
February 2012	Indicators 1, 2, 3A-C, 4A, 4B, 5A-C, 7A-C, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20
February 2013	Indicators 1, 2, 3A-C, 4A, 4B, 5A-C, 6A-B*, 7A-C, 8, 9, 10, 11, 12, 13, 14, 15, 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 Performance Plan (SPP) for 2005-2012

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.

Overview of Issue/Description of System or Process:

A detailed description of the State's methodology for calculating the graduation rate can be found in the State's *2009 Consolidated State Application Accountability Workbook*, page 48, on the TEA website at: http://ritter.tea.state.tx.us/ayp/txworkbook09.pdf

Baseline Data for FFY 2004:

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	To be reported February 2014
b. Cohort	31,491	33,408	34,176	34,845	34,357	33,209	32,501	32,702	
a / b * 100= %	75.4%	74.7%	72.7%	70.3%	69.8%	71.8%	74.4%	76.7%	

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	To be reported February 2014
b. Cohort	270,911	271,218	283,698	290,662	300,488	308,427	314,079	319,588	
a / b * 100= %	84.6%	84.0%	80.4%	78.0%	79.1%	80.6%	84.3%	85.9%	

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

Discussion of Baseline Data:

Graduation rates for students with disabilities continue to increase and remain comparable in year-to-year gain with the rate of all students graduating (see table below).

	Rate of Change: Texas Graduation Rates		
	2002 to 2003	2003 to 2004	2002 to 2004
Students with Disabilities	+3.1%	+0.6%	+3.8%
All Students	+1.7%	+0.4%	+2.1%

Source: Academic Excellence Indicator System (AEIS) Datasets, Class of 2002-2004

More data are needed to understand trends concerning the State's graduation rates. The State anticipates continued positive increases in graduation rates long term as a result of statewide activities such as the implementation of the state-required Personal Graduation Plan (beginning with the 2003-04 school year) for students at risk of not graduating in four years.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	72.7%
2006 (2006-2007)	72.7%
2007 (2007-2008)	70.3%
2008 (2008-2009)	70%
2009 (2009-2010)	75%
2010 (2010-2011)	75%
2011 (2011-2012)	75%
2012 (2012-2013)	Annual graduation rate targets under Title 1 of the ESEA are currently pending review by the U.S. Department of Education

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 be ongoing through the 2013-2014 school year.

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.

Overview of Issue/Description of System or Process:

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, 2010-11* which is located on the TEA website at: http://www.tea.state.tx.us/acctres/dropcomp_index.html.

Baseline Data for FFY 2004:

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	To be reported February 2014
b. Cohort	31,491	33,408	34,176	34,845	34,357	33,209	32,501	32,702	
a / b * 100= %	6.3%	6.8%	10.6%	13.9%	14.5%	14.1%	12.1%	11.3%	

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	To be reported February 2014
b. Cohort	270,911	271,218	283,698	290,662	300,488	308,427	314,079	319,588	
a / b * 100= %	3.9%	4.3%	8.8%	11.4%	10.5%	9.4%	7.3%	6.8%	

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

Discussion of Baseline Data:

Dropout rates for students with disabilities continue to decrease and remain comparable in year-to-year decline with the rate of all students dropping out (see table below).

	Rate of Change: Texas Dropout Rates		
	2002 to 2003	2003 to 2004	2002 to 2004
Students with Disabilities	-19.7%	-5.4%	-24.0%
All Students	-10.1%	-13.9%	-22.5%

Source: Academic Excellence Indicator System (AEIS) Datasets, Class of 2002-2004

More data are needed to understand trends concerning the State's dropout rates.

In 2003, the 78th Texas Legislature passed Senate Bill 186 requiring LEAs to report dropout data using the National Center for Education Statistics (NCES) definition by 2005-06. Districts will begin collecting dropout data consistent with the NCES dropout definition starting in the 2005-06 school year.

In addition, more study of statewide activities to prevent dropouts is required.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	1.9%
2006 (2006-2007)	2.9%
2007 (2007-2008)	2.8%
2008 (2008-2009)	12%
2009 (2009-2010)	12.5%
2010 (2010-2011)	12%
2011 (2011-2012)	10%
2012 (2012-2013)	9%

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 associated with this indicator will be ongoing through the 2013-2014 school year.

Part B State Performance Plan (SPP) for 2005-2012

Monitoring Priority: FAPE in the LRE

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

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

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

Measurement:

3A. AYP percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

3B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

3C. Proficiency rate percent = ([(# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

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

Year	State's AYP objectives for progress for disability subgroup ("n" size = 50):
2011	1. 95% of students with disabilities participated in assessment in Reading/ELA 2. 95% of students with disabilities participated in assessment in Mathematics 3. 87% of students with disabilities meet the proficiency standard in Reading/ELA 4. 83% of students with disabilities meet the proficiency standard in Mathematics
2010	1. 95% of students with disabilities participated in assessment in Reading/ELA 2. 95% of students with disabilities participated in assessment in Mathematics 3. 80% of students with disabilities meet the proficiency standard in Reading/ELA 4. 75% of students with disabilities meet the proficiency standard in Mathematics
2009	1. 95% of students with disabilities participated in assessment in Reading/ELA 2. 95% of students with disabilities participated in assessment in Mathematics 3. 73% of students with disabilities meet the proficiency standard in Reading/ELA 4. 67% of students with disabilities meet the proficiency standard in Mathematics
2008	1. 95% of students with disabilities participated in assessment in Reading/ELA 2. 95% of students with disabilities participated in assessment in Mathematics 3. 67% of students with disabilities meet the proficiency standard in Reading/ELA 4. 58% of students with disabilities meet the proficiency standard in Mathematics
2007	1. 95% of students with disabilities participated in assessment in Reading/ELA 2. 95% of students with disabilities participated in assessment in Mathematics 3. 60% of students with disabilities meet the proficiency standard in Reading/ELA 4. 50% of students with disabilities meet the proficiency standard in Mathematics
2006	1. 95% of students with disabilities participated in assessment in Reading/ELA 2. 95% of students with disabilities participated in assessment in Mathematics 3. 60% of students with disabilities meet the proficiency standard in Reading/ELA 4. 50% of students with disabilities meet the proficiency standard in Mathematics
2005	1. 95% of students with disabilities participated in assessment in Reading/ELA 2. 95% of students with disabilities participated in assessment in Mathematics 3. 53% of students with disabilities meet the proficiency standard in Reading/ELA 4. 42% of students with disabilities meet the proficiency standard in Mathematics

Baseline Data for FFY 2007:

	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY 2012
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Districts that did not meet AYP Objective	78	38	318	151	236	300	299	To be reported February 2014
Districts that met AYP Objective	550	560	232	345	207	125	77	
Total Number of Districts*	628	598	550	496	443	425	376	
% of Districts that Met AYP Objective	88%	94%	42%	70%	47%	29%	20.5%	

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

Note: OSEP added the "minimum n size" parameter in FFY 2007, which is considered baseline.

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

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

http://ritter.tea.state.tx.us/ayp/

http://ritter.tea.state.tx.us/ayp/2011/campus.srch.html

http://ritter.tea.state.tx.us/ayp/2011/district.srch.html

http://ritter.tea.state.tx.us/ayp/2011/state11.pdf

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 2011:

Table 3B.1	FFY 2008 2008-09		FFY 2009 2009-10		FFY 2010 2010-11		FFY 2011 2011-12		FFY 2012 2012-13	
Statewide Participation Rate, Math	#	%	#	%	#	%	#	%	#	%
a. # of children with IEPs in grades 3-8, 10	252,714	- - -	246,028	- - -	245,009	- - -	238,701	- - -	To be reported February 2014	
b. # of children with IEPs in regular assessment with no accommodations	35,403	14%	30,882	13%	29,448	12%	114,943	49%		
c. # of children with IEPs in regular assessment with accommodations*	95,279	38%	90,460	37%	93,491	38%	11,726*	5%		
d. # of children with IEPs in alternate assessment against grade level standards	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%		
f. # of children with IEPs in alternate assessment against alternate achievement standards	19,076	8%	21,216	9%	22,961	9%	24,559	10%		
g. # of children with IEPs who took an out of level test	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%		
Non-participants	2,405	1%	1,847	1%	1,708	1%	1,543	1%		

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

*Beginning in 2012 with grade 3-8 STAAR assessments, there is no longer an accommodated version, only STAAR, STAAR-Modified, or STAAR Alternate

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

Actual Target Data for FFY 2011:

Table 3B.2	FFY 2008 2008-09		FFY 2009 2009-10		FFY 2010 2010-11		FFY 2011 2011-12		FFY 2012 2012-13	
Statewide Participation Rate, Reading	#	%	#	%	#	%	#	%	#	%
a. # of children with IEPs in grades 3-8, 10	254,159	- - -	246,765	- - -	245,700	- - -	239,412	- - -	To be reported February 2014	
b. # of children with IEPs in regular assessment with no accommodations	40,943	16%	34,736	14%	32,530	13%	114,038	48%		
c. # of children with IEPs in regular assessment with accommodations*	94,304	37%	90,860	37%	94,086	38%	13,155*	6%		
d. # of children with IEPs in alternate assessment against grade level standards	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%		
f. # of children with IEPs in alternate assessment against alternate achievement standards	19,052	7%	21,205	9%	22,957	9%	24,650	10%		
g. # of children with IEPs who took an out of level test	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%		
Non-participants	2,949	1%	2,402	1%	2,081	1%	1,986	1%		

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

*Beginning in 2012 with grade 3-8 STAAR assessments, there is no longer an accommodated version, only STAAR, STAAR-Modified, or STAAR Alternate

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

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

Actual Target Data for FFY 2011:

Table 3C.1	FFY 2008 2008-09		FFY 2009 2009-10		FFY 2010 2010-11		FFY 2011 2011-12		FFY 2012 2012-13	
Statewide Proficiency Rate, Math	#	%	#	%	#	%	#	%	#	%
a. # of children with IEPs in grades assessed	250,309	- -	244,181	- -	243,301	- -	237,158	- -	To be reported February 2014	
b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations	27,562	17%	25,597	15%	24,682	14%	64,878	46%		
c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations*	42,145	26%	45,886	27%	48,096	28%	2,188*	2%		
d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards	0	0%	0	0%	0	0%	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%		
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%		
Total Proficient	159,619	64%	171,534	70%	174,065	71%	139,884	59%		

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

*Beginning in 2012 with grade 3-8 STAAR assessments, there is no longer an accommodated version, only STAAR, STAAR-Modified, or STAAR Alternate

Table 3C.1 Statewide Proficiency Rate, Math	FFY 2005 2005-06		FFY 2006 2006-07		FFY 2007 2007-08	
	#	%	#	%	#	%
a. # of children with IEPs in grades assessed	264,889	- - -	276,689	- - -	262,219	- - -
b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations	53,933	20%	39,373	14%	31,526	24%
c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations	Data Not Available	Data Not Available	15,569	6%	40,856	31%
d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards	52,615	20%	80,303	29%	0	0%
e. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against modified achievement standards	NA	NA	NA	NA	43,385	33%
f. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards	65,721	25%	55,631	20%	14,245	11%
Total Proficient	172,269	65%	190,876	69%	130,012	50%

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

Actual Target Data for FFY 2011:

Table 3C.2	FFY 2008 2008-09		FFY 2009 2009-10		FFY 2010 2010-11		FFY 2011 2011-12		FFY 2012 2012-13	
Statewide Proficiency Rate, Reading	#	%	#	%	#	%	#	%	#	%
a. # of children with IEPs in grades assessed	251,210	- - -	244,278	- - -	243,541	- - -	237,426	- - -	To be reported February 2014	
b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations	34,123	19%	29,365	16%	27,280	15%	68,606	46%		
c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations*	52,900	29%	53,206	28%	53,776	29%	6,128*	4%		
d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards	0	0%	0	0%	0	0%	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%		
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%		
Total Proficient	183,890	73%	187,002	77%	186,130	76%	148,991	63%		

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

*Beginning in 2012 with grade 3-8 STAAR assessments, there is no longer an accommodated version, only STAAR, STAAR-Modified, or STAAR Alternate

Table 3C.2 Statewide Proficiency Rate, Reading	FFY 2005 2005-06		FFY 2006 2006-07		FFY 2007 2007-08	
	#	%	#	%	#	%
a. # of children with IEPs in grades assessed	263,027	- - -	277,557	- - -	263,260	- - -
b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations	58,860	22%	53,200	19%	41,471	26%
c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations	Data Not Available	Data Not Available	9,664	3%	55,048	34%
d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards	47,313	18%	74,889	27%	0	0%
e. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against modified achievement standards	NA	NA	NA	NA	51,402	32%
f. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards	67,414	26%	58,762	21%	14,262	9%
Total Proficient	173,587	66%	196,515	71%	162,183	62%

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

Instrument Crosswalk for Table 3B.1&2

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

Instrument Crosswalk for Table 3C.1&2

Reporting Category	2004-05, 2005-06, 2006-07	2007-08 to 2010-11	2011-12 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
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
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
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
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
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

Discussion of Baseline Data:
Original Baseline Data for FFY 2004 (2004-05):

Indicator 3A
Forty-five LEAs did not meet AYP objectives, while 1,184 LEAs met AYP objectives. 96.34% of LEAs met AYP objectives.

Indicator 3B
The State was within 1% of meeting its target of 100% participation in Math and Reading assessments.

Indicator 3C
The State is exceeding the AYP Targets in No Child Left Behind (NCLB) for performance on Math and Reading assessments.

Re-Baselined Data for FFY 2007 (2007-08):
Data was re-baselined in FFY 2007 due to addition of the "minimum n size" parameter by the Office of Special Education Programs (OSEP).

Indicator 3A
318 LEAs did not meet AYP objectives, while 232 LEAs met AYP objectives. 42% of LEAs met AYP objectives.

Indicator 3B
The State was within 1% of meeting its target of 100% participation in Math and Reading assessments.

Indicator 3C
The State met the AYP Targets in No Child Left Behind (NCLB) for performance on Math and Reading assessments.

FFY	Measurable and Rigorous Target		
2005 (2005-2006)	3A: 100%	3B: 95% (Math) 3B: 95% (Reading)	3C: 42% (Math) 3C: 53% (Reading)
2006 (2006-2007)	3A: 100%	3B: 95% (Math) 3B: 95% (Reading)	3C: 50% (Math) 3C: 60% (Reading)
2007 (2007-2008)	3A: 100%	3B: 95% (Math) 3B: 95% (Reading)	3C: 50% (Math) 3C: 60% (Reading)
2008 (2008-2009)	3A: 100%	3B: 95% (Math) 3B: 95% (Reading)	3C: 58% (Math) 3C: 67% (Reading)
2009 (2009-2010)	3A: 100%	3B: 95% (Math) 3B: 95% (Reading)	3C: 67% (Math) 3C: 73% (Reading)
2010 (2010-2011)	3A: 100%	3B: 95% (Math) 3B: 95% (Reading)	3C: 75% (Math) 3C: 80% (Reading)
2011 (2011-2012)	3A: 100%	3B: 95% (Math) 3B: 95% (Reading)	3C: 83% (Math) 3C: 87% (Reading)
2012 (2012-2013)	3A: 100%	3B: 95% (Math) 3B: 95% (Reading)	3C: 92% (Math) 3C: 93% (Reading)

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 associated with this indicator will be ongoing through the 2013-2014 school year.

Part B State Performance Plan (SPP) for 2005-2012

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 2010-2011.

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.

1096 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 under "Discipline and School Removals" at http://www.tea.state.tx.us/special.ed/.

Overview of Issue/Description of System or Process:

Texas collects data on students with disabilities through the statewide general education Public Education Information Management System (PEIMS) and reports suspension and expulsion data to the U.S. Department of Education Office of Special Education Programs on the Annual Federal Data Report (AFDR) each fall.

The FFY 2011 methodology was revised after consideration of other methodologies listed in the Methods for Assessing Racial/Ethnic Disproportionality in Special Education: Revised Technical Assistance Guide, produced in October 2011 by the Data Accountability Center (DAC) under U.S. Department of Education, Office of Special Education Programs Grant No. H373Y070002. The methodology selected uses a rate difference calculation similar to other systems currently being used in the State.

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

On an annual basis, the TEA, using the methodology referenced previously, analyzes districts for those that meet State defined criteria for significant discrepancy in the rates of suspension and expulsion, for Indicator 4A.

The identified districts are required to review policies, procedures, and practices related to the development and implementation of individualized education programs (IEPs), the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA, as required by 34 CFR §300.170.

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

Identification and Notification of Districts in FFY 2011

The TEA, using the methodology referenced previously, identified 6 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 6 identified districts were required to review policies, procedures, and practices related to the development and implementation of individualized education programs (IEPs), the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA, as required by 34 CFR §300.170.

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

All 6 districts submitted assurance statements reflecting compliance with policies, procedures, and practices.

Baseline Data for FFY 2011:

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*	To be reported February 2014
b. Total districts	1,242	1,237	1,230	1,247	1,256	1,249	
c. # of districts that reported noncompliance related to the review of policies, procedures, and practices	0	0	0	0	0	0	
Calculation: a / b * 100	0.6%	0.1%	1.1%	0.5%	1%	0.5%	

Source: Public Education Information Management System (PEIMS) Datasets

*State revised its methodology for identifying districts

Discussion of Baseline Data:

The methodology currently used for the FFY 2011 reporting period is new, and its use resulted in a number of districts identified as having a significant discrepancy that is comparable to number of districts identified since FFY 2006. The decision to change the methodology was made to ensure that the TEA was accurately reporting only those districts with a significant discrepancy, and to utilize an OSEP approved and published methodology that is similar to other systems currently being used in the State.

In FFY 2011, 6 districts were identified as having a significant discrepancy. The data reported in FFY 2011 is considered baseline.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0%
2006 (2006-2007)	0%
2007 (2007-2008)	0%
2008 (2008-2009)	0%
2009 (2009-2010)	0%
2010 (2010-2011)	0%
2011 (2011-2012)	0%
2012 (2012-2013)	0%

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 be ongoing through the 2013-2014 school year.

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 2010-2011.

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.

1080 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 under "Discipline and School Removals" at http://www.tea.state.tx.us/special.ed/.

Overview of Issue/Description of System or Process:

Texas collects data on students with disabilities through the statewide general education Public Education Information Management System (PEIMS) and reports suspension and expulsion data to the U.S. Department of Education Office of Special Education Programs on the Annual Federal Data Report (AFDR) each fall.

The FFY 2011 methodology was revised after consideration of other methodologies listed in the Methods for Assessing Racial/Ethnic Disproportionality in Special Education: Revised Technical Assistance Guide, produced in October 2011 by the Data Accountability Center (DAC) under U.S. Department of Education, Office of Special Education Programs Grant No. H373Y070002. The methodology selected uses a rate difference calculation similar to other systems currently being used in the State.

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

On an annual basis, the TEA, using the methodology referenced previously, analyzes districts for those that meet State defined criteria for significant discrepancy in the rates of suspension and expulsion, for Indicator 4B.

Identification and Notification of Districts in FFY 2011

The TEA, using the methodology referenced previously, identified 9 districts that met State-defined criteria for having a significant discrepancy, by race or ethnicity, in the rates of suspension and expulsion of students with disabilities for Indicator 4B.

The 9 identified districts were required to review policies, procedures, and practices related to the development and implementation of individualized education programs (IEPs), the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA, as required by 34 CFR §300.170.

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

All 9 districts submitted assurance statements reflecting compliance with policies, procedures, and practices.

Baseline Data for FFY 2011:

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*	To be reported February 2014
b. Total districts	1,247	1,256	1,249	
c. # of districts that reported noncompliance related to the review of policies, procedures, and practices	0	0	0	
Calculation: a / b * 100	0.5%	1.3%	0.7%	

Source: Public Education Information Management System (PEIMS) Datasets

*State revised its methodology for identifying districts

Discussion of Baseline Data:

The methodology currently used for the FFY 2011 reporting period is new. The decision to change the methodology was made to ensure that the TEA was accurately reporting only those districts with a significant discrepancy, and to utilize an OSEP approved and published methodology that is similar to other systems currently being used in the State.

In the initial analysis of the 20011-2012 data, the State identified 9 districts that had a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days in a school year. The data reported in FFY 2011 is considered baseline.

. FFY	Measurable and Rigorous Target
2010 (2010-11)	0%
2011 (2011-12)	0%
2012 (2012-13)	0%

Improvement Activities/Timelines/Status:

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 be ongoing through the 2013-2014 school year.

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.

Overview of Issue/Description of System or Process:

Texas collects data on students with disabilities through the statewide general education Public Education Information Management System (PEIMS) and reports Educational Environment of Children with Disabilities, ages 6-21, to the U.S. Department of Education Office of Special Education Programs on the Annual Federal Data Report (AFDR) each spring. In addition to the AFDR, the State has reported educational environment data in its past two Annual Performance Reports (APR).

Baseline Data for FFY 2005:

	FFY 2008 2008-09		FFY 2009 2009-10		FFY 2010 2010-11		FFY 2011 2011-12		FFY 2012 2012-2013	
Educational Environments, ages 6-21	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
A. Inside the regular class 80% or more of the day	276,156	67%	270,621	67%	268,385	67%	266,226	67%	To be reported February 2014	
B. Inside the regular class less than 40% of the day	50,434	12%	50,476	13%	51,181	13%	52,354	13%		
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%		
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%		
Total Students, Ages 6-21	412,893	100%	402,265	100%	400,525	100%	398,919	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 and FFY 2011 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
40 Mainstream
41 Resource room < 21%
81 Residential Care & Treatment (RCT), Mainstream
82 RCT, Resource room < 21%
91 Off Home Campus, Mainstream
92 Off Home Campus, Resource room <21%

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%
43 Self-contained, regular campus at least 50% and 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%
93 Off Home Campus and Resource room at least 21% and less than 50%
94 Off Home Campus, Self-contained, regular campus at least 50% & 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
44 Self-contained, regular campus more than 60%
85 RCT, Self-contained, regular campus more than 60%
88 RCT, Vocational Adjustment Class/Program
95 Off Home Campus, 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
86 RCT, Separate campus
87 RCT, Community class
96 Off Home Campus, Separate campus
97 Off Home Campus, 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
50 Residential Nonpublic School Program
70 Texas School for the Blind and Visually Impaired
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://ritter.tea.state.tx.us/school.finance/handbook/index.html

Discussion of Baseline Data:

The educational environment data reflect decreases in environments B and C, and a slight increase in environment A over time.

	Rate of Change: Educational Environment, Ages 6-21		
	2002 to 2003	2003 to 2004	2002 to 2004
A. Less Than 21% of Day	-0.8%	1.1%	0.3%
B. More Than 60% of Day	-2.3%	-1.8%	-4.0%
C. Public/Private/Residential/Homebound	-3.5%	-4.9%	-8.3%

More data are needed to understand trends concerning increases and decreases to these environments and how the data reflect students with disabilities receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE).

FFY	Measurable and Rigorous Target		
2005 (2005-2006)	5A: 54%	5B: 12%	5C: 1%
2006 (2006-2007)	5A: 56%	5B: 12%	5C: 1%
2007 (2007-2008)	5A: 57%	5B: 11%	5C: 1%
2008 (2008-2009)	5A: 66%	5B: 10%	5C: 1%
2009 (2009-2010)	5A: 67%	5B: 10%	5C: 1%
2010 (2010-2011)	5A:68%	5B: 10%	5C: 1%
2011 (2011-2012)	5A: 68%	5B: 10%	5C: 1%
2012 (2012-2013)	5A: 68%	5B: 10%	5C: 1%

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 be ongoing through the 2013-2014 school year.

Part B State Performance Plan (SPP) for 2005-2012

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.

Overview of Issue/Description of System or Process:

The Texas Education Agency (TEA) collects data on students with disabilities through the Public Education Information Management System (PEIMS) and reports Educational Environment of Children with Disabilities, ages 3-5, to the U.S. Department of Education Office of Special Education Programs (OSEP) on the Annual Federal Data Report (AFDR) each spring.

In August 2007 and additionally in August 2008, the OSEP proposed changes to the reporting requirements for Educational Environment of Children with Disabilities, ages 3-5. The changes were significant to how educational environment data for the preschool population are collected and reported at the local and state level.

Originally notified by the OSEP in August of 2008, and in subsequent reporting years, data reporting for Indicator 6 was not required in the FFY 2007, FFY 2008, FFY 2009, and FFY 2010 Annual Performance Report (APR).

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”.

The TEA has included data from FFY 2010 and FFY 2011 in its baseline data.

Baseline Data for FFY 2011:

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%	To be reported February 2014	
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%		
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%		
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%		
Total Students, Ages 3-5	41,494	100%	40,756	100%		

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

Discussion of Baseline Data:

During FFY 2010 data on educational environments for children ages 3-5 were collected from all districts that specified students attending a regular early childhood program, attending a special education program (not in any regular early childhood program), and attending neither a regular early childhood program nor special education program. Further data elements provided distinction of where the majority of special education and related services were provided.

The number 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 (6A) remained static at 22% from FFY 2010 to FFY 2011.

This is also true for the number of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility (6B) which remained static at 19% from FFY 2010 to FFY 2011.

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).

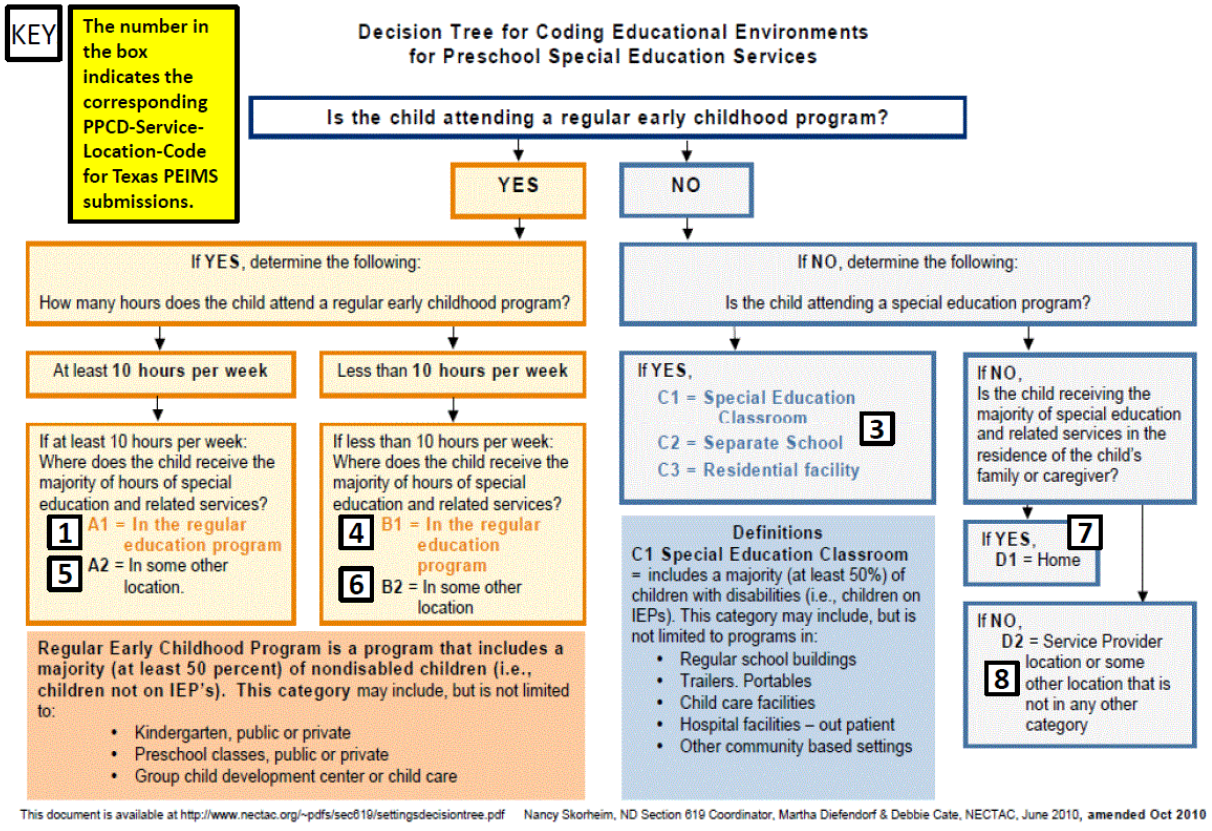
During this analysis, the State found that a large percentage of students reported in this category for both FFY 2010 and FFY 2011 were identified in the State Public Education Information Management System (PEIMS) with a code of 00 (No Instructional Arrangement) which indicates that a student is receiving 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 (see descriptions below). Additionally the State has included these location codes on the Decision Tree of Coding Educational Environments for Preschool Special Education Services published by the National Early Childhood Technical Center (NECTAC) and last amended October 2010 (see chart below). This format was further developed by regional service center personnel in an interactive format to help district personnel in applying the correct location code for this population and can be found at http://www.esc20.net/portal/page/portal/esc20public/SpecialEducation/ppcdportal.

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

Code	Translation
0	Not applicable to this student (i.e. students who do not meet PPCD reporting requirement).
1	(A1) PPCD child participates in a regular early childhood program at least 10 hours per week, and receives the majority of his/her special education services in the regular early childhood education program. The program is designed for typically developing children ages 3-5 and is not specifically or primarily designed for children with disabilities which includes (at the time of the placement decision) a majority of at least 50 percent of nondisabled children (i.e., children without an individualized education program (IEP)), The location of the program may include; but is not limited to: (a) Community-Based Preschool (3-Through 5-Year-Olds); (b) District or Community Child Care Programs; (c) Head Start Programs; (d) Kindergarten Programs; (e) Prekindergarten Programs; or (f) School-Based Preschool, Staff and/or Community Access (3- Through 5-Year-Olds).
3	(C1, C2, C3) PPCD child participates in a special education program and receives the majority of his/her special education services in a program that is specifically or primarily designed for children with disabilities and includes (at the time of the placement decision) a majority of at least 50 percent of disabled children (i.e., children with an individualized education program (IEP)).
4	(B1)PPCD child participates in a regular early childhood program less than 10 hours per week, and receives the majority of his/her special education services in the regular early childhood education

	program. The program is designed for typically developing children ages 3-5 and is not specifically or primarily designed for children with disabilities which includes (at the time of the placement decision) a majority of at least 50 percent of nondisabled children (i.e., children without an individualized education program (IEP)), The location of the program may include; but is not limited to: (a) Community-Based Preschool (3-Through 5-Year-Olds); (b) District or Community Child Care Programs; (c) Head Start Programs; (d) Kindergarten Programs; (e) Prekindergarten Programs; or (f) School-Based Preschool, Staff and/or Community Access (3- Through 5-Year-Olds).
5	(A2)PPCD child participates in a regular early childhood program at least 10 hours per week, and receives the majority of his/her special education services in another location outside of the regular early childhood program. The program is designed for typically developing children ages 3-5 and is not specifically or primarily designed for children with disabilities which includes (at the time of the placement decision) a majority of at least 50 percent of nondisabled children (i.e., children without an individualized education program (IEP)), The location of the program may include; but is not limited to: (a) Community-Based Preschool (3-Through 5-Year-Olds); (b) District or Community Child Care Programs; (c) Head Start Programs; (d) Kindergarten Programs; (e) Prekindergarten Programs; or (f) School-Based Preschool, Staff and/or Community Access (3- Through 5-Year-Olds).
6	(B2)PPCD child participates in a regular early childhood program less than 10 hours per week, and receives the majority of his/her special education services in another location outside of the regular early childhood program. The program is designed for typically developing children ages 3-5 and is not specifically or primarily designed for children with disabilities which includes (at the time of the placement decision) a majority of at least 50 percent of nondisabled children (i.e., children without an individualized education program (IEP)), The location of the program may include; but is not limited to: (a) Community-Based Preschool (3-Through 5-Year-Olds); (b) District or Community Child Care Programs; (c) Head Start Programs; (d) Kindergarten Programs; (e) Prekindergarten Programs; or (f) School-Based Preschool, Staff and/or Community Access (3- Through 5-Year-Olds).
7	(D1)PPCD child participates in a neither a regular education or special education program and receives the majority of his/her special education services in the principal residence of the child's family or caregiver.
8	(D2)PPCD child participates in a neither a regular education or special education program and receives the majority of special education services in an service providers locations setting but does not participate in a regular early childhood program designed for typically developing children. The service provider location may include; but is not limited to: (a) private clinicians' offices (b) private clinicians' offices located in a school building (This child is "dropped in" to the school or another setting to receive special education services but is at home for the remainder of the school day. He/she is not attending the school except to receive speech therapy/instruction.); (c) hospital facilities on an outpatient basis.



Targets were proposed after further consideration, by stakeholders, of preliminary data to be reported for this population in the 2012-2013 AFDR data reports.

FFY	Measurable and Rigorous Target
2012	Indicator 6A 30% Indicator 6B 17%

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 be ongoing through the 2013-2014 school year.

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.

Overview of Issue/Description of System or Process:

During the State's continuous examination of the data collection process and a self-evaluation of the online data collection application with the Indicator 7 Data Collection Design Team, the following actions were determined necessary prior to opening the application for 2009-2010 data collection:

Enhancements to the SPP 7 online application were introduced prior to the start of the 2009-2010 data collection to ensure greater data integrity. The application validated a child's age at entry and at exit. In addition, the enhancement verified the child was in the program for at least 6 months prior to exiting. A variety of data reports were created and accessible to ESCs and districts. The reports will allow districts to link other data elements to progress data for complex data analysis. ESCs continued to provide technical assistance and training to districts concerning reporting requirements and the enhancements to the SPP7 online application.

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

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

Baseline Data for FFY 2008:

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	51	0.9%	48	0.9%	35	0.7%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	860	16.0%	1,018	19.0%	704	13.1%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1,118	20.8%	1,196	22.3%	678	12.6%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	1,395	26.0%	1,548	28.8%	1,272	23.7%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	1,945	36.2%	1,559	29.0%	2,680	49.9%
Total (a + b + c + d + e)	5,369		5,369		5,369	

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)		73.4%		72.0%		72.5%
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)		62.2%		57.9%		73.6%

Summary Statements for the Early Childhood Outcomes
FFY 2007 to FFY 2011

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%	To be reported February 2014
Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program	52%	62%	63%	61%	62.1%	

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%	To be reported February 2014
Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program	58%	52%	59%	57%	58.7%	

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%	To be reported February 2014
Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program	52%	74%	75%	72%	73.1%	

Discussion of Baseline Data:

States were required to report progress data for FFY 2007. During FFY 2007 data on 3, 4, and 5 year old students who met the State's entry and exit level definitions were collected from all districts. FFY 2007 data were entered into the Summary Statement Calculator and compared with the results from FFY 2008 in order to establish targets for FFY 2009 and FFY 2010 (see chart below).

Summary Statements for Each of the Three Outcomes
FFY 2007 and FFY 2008

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	
Summary Statements	**FFY 2007**	**FFY 2008**	**FFY 2007**	**FFY 2008**	**FFY 2007**	**FFY 2008**
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.	62.5%	73.4%	72.0%	67.1%	44.5%	72.5%
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	52.1%	62.2%	57.9%	52.1%	52.1%	73.6%

Based on this analysis, the State presented its findings to the Texas Steering Committee in January 2010 and requested their advisement on the following proposed targets for the summary statements.

FFY	Measurable and Rigorous Target		
2010 (2010-2011)	7A Statement 1: 69% 7A Statement 2: 58%	7B Statement 1: 68% 7B Statement 2: 54%	7C Statement 1: 63% 7C Statement 2: 66%
2011 (2011-2012)	7A Statement 1: 79% 7A Statement 2: 61%	7B Statement 1: 80% 7B Statement 2: 57%	7C Statement 1: 81% 7C Statement 2: 72%
2012 (2012-2013)	7A Statement 1: 79% 7A Statement 2: 61%	7B Statement 1: 80% 7B Statement 2: 57%	7C Statement 1: 81% 7C Statement 2: 72%

Improvement Activities/Timelines/Status:

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 be ongoing through the 2013-2014 school year.

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.

Overview of Issue/Description of System or Process:

Parent Survey Approach and Development

Survey development and production. 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 the Texas Education Agency (TEA) and Regional Education Service Center 9 (Region 9) in 2003. A separate survey development committee was created to develop the SPP survey in fall 2008. 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. English and Spanish versions were developed.

Sampling. More than 18,200 parents were selected to be included in the survey from 234 districts across the state. One-sixth of all Texas districts are sampled each year, with every district included at some point during a six-year cycle. However, each district with at least 50,000 students is included each year. Parents were selected based on demographic characteristics of their child including ethnicity, grade level, and eligibility category (e.g., learning disability).

Survey Distribution. In spring 2007, surveys were sent to approximately 12,000 parents. Surveys were sent to districts bundled by campus with individual student packages to be distributed to parents. Students whose home language survey indicated Spanish had surveys in both English and Spanish included. Packets to parents included a self-addressed, postage-paid return envelope. Parents were asked to not provide student identifiable information.

Although a total of 12,000 surveys were mailed, several factors affected whether parents received or returned surveys. These include the following:

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

Response Rate. A total of 1,515 parent surveys were returned. Of these, 1,278 English and 159 Spanish surveys were returned in time to be included in the quantitative analyses (n=1,437). This number is well within the desired bounds of +/- 3% at the 95% confidence level. The overall return rate for parent surveys was approximately 13 percent. Of the 1,515 returned surveys, 756 parents also answered the open-ended questions. Of these, 643 provided feedback in English, and 113 responded in Spanish.

Representative Sample. Table 1 presents demographic information of students whose parents returned surveys. The state data were obtained from the Public Education Information Management System (PEIMS). In general, the percentages returned mirror the sample distributions with one notable exception. The percentage of returns from the Learning Disability category were lower than expected, but of sufficient numbers (over 300) to be representative. Deliberate over and under sampling was utilized to try to match return percentages to over state distributions based on previous surveys. Of the 181 districts that received surveys, 122 were included in the analyses. Some surveys from the remaining districts were received after the survey data were processed and were not included in the survey results.

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

Categories	Surveys Returned	Initial Sample	State Special Education*
Ethnicity			
African American	17.8%	22.6%	17.7%
Hispanic	34.9%	40.2%	40.0%
White	44.3%	34.9%	40.8%
Other	3.0%	2.4%	1.5%
Gender			
Male	67.7%	67.0%	66.8%
Female	32.3%	33.0%	33.2%
Disability Category			
Learning Disability	22.1%	31.2%	50.0%
Speech	21.6%	16.5%	20.2%
Other Health Impaired	13.5%	13.0%	10.0%
Other	42.8%	39.3%	19.8%
Grade Span			
Elementary (Include PK/K	44.1%	36.5%	39.7%
Middle (5-8)	25.7%	24.1%	28.0%
High (9-12)	30.2%	39.4%	32.4%
Economic Disadvantaged			
Yes	48.8%	60.9%	59.2%
No	51.2%	39.1%	40.8%

Source: English and Spanish Spring 2007 Parent Involvement Surveys, Initial Sample, ESC 11 SESR
**The data presented for the state special education population is the most recently available (2004)*

Findings

Complete findings from the *Survey of Parents of Students Receiving Special Education Services in Texas; Spring Administration, July 2007*; may be found on Region 9 Education Service Center's website at http://www.esc9.net/pages/uploaded_files/07SpecialEdSurvey.pdf.

Baseline Data for FFY 2006:

SPRING 2007

Table 49: Summary by Category

Category	Positive	Neutral	Negative
	Always Agree Yes	Sometimes Neutral	Never Disagree No
General School Issues	66.4%	24.8%	11.9%
Communication Issues	73.4%	30.7%	11.2%
Information and Understanding	79.8%	20.8%	9.9%
Teacher Issues	68.7%	28.6%	2.7%
IEP and ARD	80.9%	15.2%	3.9%
Parental Interactions	76.5%	22.4%	2.9%
Parental Actions	36.3%	29.9%	33.8%

Source: English and Spanish Spring 2007 Parent Involvement Surveys
1,437 parent surveys returned; 12,000 surveys mailed

Discussion of Baseline Data:

Key Findings
Excerpted from *Survey of Parents of Students Receiving Special Education Services in Texas; Spring Administration, July 2007* at http://www.esc9.net/survey/

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

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

Response	Combined	English	Spanish
Agree	69.6%	69.6%	69.7%
Neutral	23.1%	22.8%	25.7%
Disagree	7.3%	7.5%	4.6%

Source: English and Spanish Spring 2007 Parent Involvement Surveys.

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

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

Response	Combined	English	Spanish
Always	68.8%	67.0%	83.4%
Sometimes	25.8%	27.3%	14.0%
Never	5.4%	5.7%	2.5%

Source: English and Spanish Spring 2007 Parent Involvement Surveys.

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

Table 6 shows that almost 60 percent of parents said that teachers Always understand their child's needs.

Table 6: Teachers understand my child's needs

Response	Combined	English	Spanish
Always	58.5%	55.9%	77.9%
Sometimes	39.8%	42.0%	22.1%
Never	1.7%	2.1%	0.0%

Source: English and Spanish Spring 2007 Parent Involvement Surveys.

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

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

Response	Combined	English	Spanish
Always	79.2%	79.3%	78.3%
Sometimes	18.8%	18.7%	19.1%
Never	2.0%	2.0%	2.6%

Source: English and Spanish Spring 2007 Parent Involvement Surveys.

Determining Targets:
The State considers the results from the spring 2007 parent survey baseline data. In order to determine a target to present to the Texas Steering Committee (TSC) in January 2008, the State identified categories within the survey that were aligned to the SPP Indicator. The three categories the State selected were *Communication Issues*, *Information and Understanding*, and *Parental Interactions.*

Responses from questions from each of those categories were analyzed and averaged in order to project results from future surveys. The average response was 73%.

The Texas Steering Committee advised the State to develop a sensible target projection based on the results of the spring 2007 survey. The TSC acknowledged that one of the difficulties in setting a rigorous and measurable target is that results are dependent on a different surveyed population which changes from year to year.

Survey Results: Items with Response in Positive Category

	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY 2012
Survey Item	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**
I am considered an equal partner	70%	70%	71%	74%	74%	78%	75%	To be reported February 2014
School communicates regularly regarding IEP	70%	69%	73%	76%	76%	78%	78%	
Teachers understand my child's needs	61%	59%	64%	66%	66%	66%	68%	
Concerns and recommendation are considered	80%	79%	82%	83%	83%	84%	85%	
Average	70%	69%	73%	75%	75%	77%	77%	

Source: Parent Survey Results

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Baseline data and targets due in FFY 2006 SPP
2006 (2006-2007)	Baseline data and targets due in FFY 2006 SPP
2007 (2007-2008)	73%
2008 (2008-2009)	75%
2009 (2009-2010)	75%
2010 (2010-2011)	76%
2011 (2011-2012)	76%
2012 (2012-2013)	76%

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 be ongoing through the 2013-2014 school year.

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 2011-12.

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.

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

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

FFY	Measurable and Rigorous Target
2009	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Overview of Issue/Description of System or Process:

Texas collects data on students with disabilities through the statewide general education Public Education Information Management System (PEIMS) and reports this data to the U.S. Department of Education Office of Special Education Programs on the Annual Federal Data Report (AFDR) each spring.

The FFY 2011 methodology was revised after consideration of other methodologies listed in the Methods for Assessing Racial/Ethnic Disproportionality in Special Education: Revised Technical Assistance Guide, produced in October 2011 by the Data Accountability Center (DAC) under U.S. Department of Education, Office of Special Education Programs Grant No. H373Y070002. The methodology selected uses a risk difference calculation similar to other systems currently being used in the State.

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

On an annual basis, the TEA, using the methodology referenced previously, analyzes districts for those that meet State defined criteria for disproportionate representation of racial and ethnic groups in special education for Indicator 9.

The identified districts are required to review policies, procedures, and practices related to the identification of students with disabilities. Upon the completion of this self- assessment, districts are 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.

Identification and Notification of Districts in FFY 2011

The TEA, using the methodology referenced previously, identified 9 districts that met State-defined criteria for disproportionate representation of racial and ethnic groups in special education for Indicator 9.

The 9 identified districts were required to review policies, procedures, and practices related to the identification of students with disabilities. Upon the completion of this self-assessment, districts were required to submit a written assurance statement affirming that its policies, procedures, and practices were in compliance with federal regulations and state rules related to the identification of students with disabilities.

All 9 districts submitted assurance statements reflecting compliance with policies, procedures, and practices.

Baseline Data for FFY 2011:

	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY 2012
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
a. # of districts with disproportionate representation	100	14*	7	7*	9*	To be reported February 2014
b. # of districts with disproportionate representation that is the result of inappropriate identification	0	0	0	TBD	0	
c. Total # of districts in the state	1,230	1,247	1,256	1,256	1,246	
d. % of districts with disproportionate representation that is the result of inappropriate identification Calculation: d. = (b. / c.) * 100	0%	0%	0%	0%	0%	

*State revised its methodology for identifying districts

Discussion of Baseline Data:

The methodology currently used for the FFY 2011 reporting period is new, and its use resulted in a number of districts identified with disproportionate representation that is comparable to number of districts identified since FFY 2009. The decision to change the methodology was made to ensure that the TEA was accurately reporting only those districts with a significant discrepancy, and to utilize an OSEP approved and published methodology that is similar to other systems currently being used in the State.

In FFY 2011, 9 districts were identified with disproportionate representation. No districts reported that disproportionate representation of racial and ethnic groups in special education and related services was the results of inappropriate identification. The data reported in FFY 2011 is considered baseline.

Increased statewide awareness on the compliance aspect of State Performance Plan Indicators 9 and 10 through the Texas Initiative for Disproportionate Representation in Special Education website (http://specialed.esc1.net/tidrse) as well as a focus on evaluation for eligibility in special education and implementation of Response to Intervention (RtI) has contributed to the state's compliance with this indicator.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0%
2006 (2006-2007)	0%
2007 (2007-2008)	0%
2008 (2008-2009)	0%
2009 (2009-2010)	0%
2010 (2010-2011)	0%
2011 (2011-2012)	0%
2012 (2012-2013)	0%

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 be ongoing through the 2013-2014 school year.

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.

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.

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

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

FFY	Measurable and Rigorous Target
2009	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Overview of Issue/Description of System or Process:

Texas collects data on students with disabilities through the statewide general education Public Education Information Management System (PEIMS) and reports this data to the U.S. Department of Education Office of Special Education Programs on the Annual Federal Data Report (AFDR) each spring.

The FFY 2011 methodology was revised after consideration of other methodologies listed in the Methods for Assessing Racial/Ethnic Disproportionality in Special Education: Revised Technical Assistance Guide, produced in October 2011 by the Data Accountability Center (DAC) under U.S. Department of Education, Office of Special Education Programs Grant No. H373Y070002. The methodology selected uses a risk difference calculation similar to other systems currently being used in the State.

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

On an annual basis, the TEA, using the methodology referenced previously, analyzes districts for those that meet State defined criteria for disproportionate representation of racial and ethnic groups in specific disability categories for Indicator 10.

The identified districts are required to review policies, procedures, and practices related to the identification of students with disabilities. Upon the completion of this self- assessment, districts are 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.

Identification and Notification of Districts in FFY 2011

The TEA, using the methodology referenced previously, identified 20 districts that met State-defined criteria for disproportionate representation of racial and ethnic groups in special education for Indicator 10.

The 20 identified districts were required to review policies, procedures, and practices related to the identification of students with disabilities. Upon the completion of this self-assessment, districts were required to submit a written assurance statement affirming that its policies, procedures, and practices were in compliance with federal regulations and state rules related to the identification of students with disabilities.

All 20 districts submitted assurance statements reflecting compliance with policies, procedures, and practices.

Baseline Data for FFY 2011:

	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*	To be reported February 2014
b. # of districts with disproportionate representation that is the result of inappropriate identification	0	0	0	TBD	0	
c. Total # of districts in the state	1,230	1,247	1,256	1,256	1,246	
d. % of districts with disproportionate representation that is the result of inappropriate identification Calculation: d. = (b. / c.) * 100	0%	0%	0%	TBD	0%	

*State revised its methodology for identifying districts

Discussion of Baseline Data:

The methodology currently used for the FFY 2011 reporting period is new, and its use resulted in a number of districts identified with disproportionate representation that is comparable to number of districts identified since FFY 20010. The decision to change the methodology was made to ensure that the TEA was accurately reporting only those districts with a significant discrepancy, and to utilize an OSEP approved and published methodology that is similar to other systems currently being used in the State.

In FFY 2011, 20 districts were identified with disproportionate representation. No districts reported that disproportionate representation of racial and ethnic groups in special education and related services was the results of inappropriate identification. The data reported in FFY 2011 is considered baseline.

Increased statewide awareness on the compliance aspect of State Performance Plan Indicators 9 and 10 through the Texas Initiative for Disproportionate Representation in Special Education website (http://specialed.esc1.net/tidrse) as well as a focus on evaluation for eligibility in special education and implementation of Response to Intervention (RtI) has contributed to the state's compliance with this indicator.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0%
2006 (2006-2007)	0%
2007 (2007-2008)	0%
2008 (2008-2009)	0%
2009 (2009-2010)	0%
2010 (2010-2011)	0%
2011 (2011-2012)	0%
2012 (2012-2013)	0%

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 be ongoing through the 2013-2014 school year.

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.

Overview of Issue/Description of System or Process:

Data Collection Activities

The Texas Education Agency (TEA) has developed a secure, online application for the collection of data related to Indicator 11. During the FFY 2011, 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/.

Baseline Data for FFY 2007:

Source: SPP11 Data Collection Application

Statewide Percentage of Timely Initial Evaluation	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 children for whom parental consent to evaluate was received	61,064	61,745	72,949	76,721	75,149	
b. # determined not eligible whose evaluations and eligibility determinations were completed within 90 days (State established timeline)	12,233	12,219	14,469	15,935	16,475	
c. # determined eligible whose evaluations and eligibility determinations were completed within 90 days (State established timeline)	42,232	45,939	55,410	58,878	57,783	To be reported February 2014
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 90 days (State established timeline) Calculation = ((b. + c.) / a) * 100	89.2%	94.2%	95.8%	97.5%	98.8%	

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

	FFY 2007 2007-08		FFY 2008 2008-09		FFY 2009 2009-10		FFY 2010 2010-11		FFY 2011 2011-12		FFY 2012 2012-13	
(1) Range of Days	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
1-30 days over	3,769	57%	2,488	69%	2,182	71%	1,143	60%	641	72%	To be reported February 2014	
31 days or more over timeline	2,830	43%	1,099	31%	888	29%	765	40%	250	28%		
Total Over Timeline	6,599	100%	3,587	100%	3,070	100%	1,908	100%	891	100%		

Source: SPP11 Data Collection Application

	FFY 2007 2007-08		FFY 2008 2008-09		FFY 2009 2009-10		FFY 2010 2010-11		FFY 2011 2011-12		FFY 2012 2012-13	
(2) Reported reasons for the delay include:	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Extended illness of students	47	5%	39	6%	32	7%	14	4%	15	2%	To be reported February 2014	
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%		
Student moved or withdrawn after referral, but before eligibility determination	80	8%	34	5%	23	5%	12	4%	8	1%		
Scheduling issues	385	40%	279	41%	192	40%	143	44%	109	12%		
Other	300	31%	218	32%	163	34%	109	33%	729	82%		
Total reported reasons for delay	965	100%	674	100	476	100%	327	100%	891	100%		

Source: SPP11 Data Collection Application

Discussion of Baseline Data:

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

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%

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 be ongoing through the 2013-2014 school year.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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.

Overview of Issue/Description of System or Process:

Data Collection Activities

The Texas Education Agency (TEA) has developed a secure, online application for the collection of data related to Indicator 12. During the FFY 2009, 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/.

Baseline Data for FFY 2007:

Statewide Percentage of Early Childhood Transition	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 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	
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	1,796	
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	To be reported February 2014
d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.	0	0	419	823	676	
e. # of children who were referred to Part C less than 90 days before their third birthday.	NR*	NR*	NA**	837	642	
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%	99.1%	

Source: SPP12 Data Collection Application

*Not required
**The State made the necessary changes in its data collection system to report "e." in FFY 2010.

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

	FFY 2007 2007-08		FFY 2008 2008-09		FFY 2009 2009-10		FFY 2010 2010-11		FFY 2011 2011-12		FFY 2012 2012-13	
(1) Range of Days	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
1-30 days over	808	47%	483	55%	341	50%	111	62%	43	63%	To be reported February 2014	
31 days or more over timeline	916	53%	388	45%	336	50%	69	38%	25	37%		
Total Over Timeline	1,724	100%	871	100%	677	100%	180	100%	68	100%		

	FFY 2007 2007-08		FFY 2008 2008-09		FFY 2009 2009-10		FFY 2010 2010-11		FFY 2011 2011-12		FFY 2012 2012-13	
(2) Reported reasons for the delay include:	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Child unavailable for scheduled assessments	79	14%	41	12%	31	12%	13	12%	5	7%	To be reported February 2014	
Parent scheduling issues	181	32%	115	34%	76	30%	30	29%	12	18%		
Early Childhood Intervention (ECI) did not refer child to Part B at least 90 days before the child's third birthday.	NA	NA	NA	NA	51	20%	19	18%	5	7%		
Unforeseen district scheduling/staffing issues	111	19%	65	19%	46	18%	20	19%	17	25%		
Other	126	22%	83	24%	47	19%	23	22%	29	43%		
Total Instances	571	100%	343	100%	251	100%	105	100%	68	100%		

Source: SPP12 Data Collection Application

Discussion of Baseline Data:

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

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%

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 be ongoing through the 2013-2014 school year.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

Measurement:

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

Overview of Issue/Description of System or Process:

During FFY 2009, 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 thirteen compliance items included in the *Checklist*, which addresses key elements of secondary transition reflected in the Individuals with Disabilities Education Act (IDEA).

In order to report an IEP in compliance for Indicator 13, all thirteen compliance *Checklist* items must have a "yes" response. Therefore, if there was one "no" response, the IEP did not meet the SPP Indicator 13 measurement requirements. Data collection resources can be found on the TEA website at http://www.tea.state.tx.us/special.ed/.

Baseline Data for FFY 2009:

Statewide Percentage of Secondary Transition	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 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	To be reported February 2014
b. # of youth with disabilities aged 16 and above in the dataset	3,308*	28,084	21,392	19,791	18,554	15,748	
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%	

Source: SPP13 Data Collection Application

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

Discussion of Baseline Data:

Although states were 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; therefore, progress was able to be determined. The number of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services increased from 92% in FFY 2008 to 97% in FFY 2009. Factors that contributed to the increase are targeting training on data collection procedures to the appropriate staff; improving guidance and resources on the data collection, and follow-up on findings of noncompliance from Agency monitoring staff.

FFY	Measurable and Rigorous Target
2010 (2010-11)	100%
2011 (2011-12)	100%
2012 (2012-13)	100%

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 be ongoing through the 2013-2014 school year.

Part B State Performance Plan (SPP) for 2005-2012

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.

Overview of Issue/Description of System or Process:

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

Sampling Design: Size and Selection
In the state of Texas, the total student enrollment exceeds 4.6 million students. The total number of graduates for the class of 2007 equaled 241,193 of which 26,677 or 11.1% were graduates who received special education services. From the group of 26,677 graduates, the TEA identified a sample of (12,674) 2,318 students to participate in the Grade-12 Exit Survey.

Response Rate
The (12,674) 2,318 student sample yielded 2,271 "callable" participants in the telephone survey. Surveyors made contact with 920 participants for a response rate of 41% (920 divided by 2,271). 206 districts were represented in the dataset, including all districts with an average daily membership (ADM) of 50,000 students.

Sampling Bias

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

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

Valid, Reliable and Confidential Data

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

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

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

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

For confidentiality reasons, technology-based security provided protection of all of the data. Project programs involved dual password settings to prevent access by any non-project team members ESC Region XI for verification and filing, accepted Non-Disclosure agreements from employees involved with the survey portion of the project

The Grade-12 Exit Survey

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

The Post-School Survey

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

Baseline Data for FFY 2010:

For the 2010-2011 Indicator 14: Extended Postsecondary Follow-up Study, Texas moved to a different model obtaining information from every district in the state with grade 12 students exiting high school. Based on a much larger number of surveyed students (12,481), there was a larger number of respondents (4,141) included in the FFY 2010 data set. Therefore, data was re-baselined due to this increase in respondents.

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

Post School Outcomes	Count	Percent
1. Higher Education	939	23%
2. Competitively Employed	1,340	32%
3. Some Other Postsecondary Education or Training Program	271	7%
4. Some Other Employment	317	8%
Not Engaged in 1-4 Above	1,274	30%
Total	4,141	100.0%

Data for Target Setting

		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%	To be reported February 2014
14B.	Enrolled in higher education or competitively employed within one year of leaving high school. (1 + 2)	59%	55%	57%	
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%	

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.).

Discussion of Baseline Data:

Most post-school survey participants were both enrolled in postsecondary training, technical school, community college or university and employed (70%). The second most common situation, representing 55% were enrolled in higher education or competitively employed and 26% reported they were enrolled but not employed. 23% reported that they were neither enrolled nor employed.

The Texas Steering Committee was convened in January 2012, to review the baseline data and advise the State on targets for Indicator 14A-C. The following measurable and rigorous targets were adopted:

FFY	Measurable and Rigorous Target		
2010 (2010-2011)	14A: 27%	14B: 60%	14C: 73%
2011 (2011-2012)	14A: 24%	14B: 56%	14C: 71%
2012 (2012-2013)	14A: 25%	14B: 57%	14C: 72%

Improvement Activities/Timelines/Status:

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 be ongoing through the 2013-2014 school year.

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.

Overview of Issue/Description of System or Process:

Monitoring Activities 2011-2012
The 2011-2012 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 2011-2012 PBMAS is available at http://www.tea.state.tx.us/pbm/PBMASManuals.aspx. 516 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 516 districts that received ratings were distributed among the five stages of intervention:

Stage of Intervention	# of districts
1	347
2	97
3	51
4	21
Total	516

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 65 on-site investigations conducted during the 2011-2012 year, 38 included investigation of special education issues as part of the integrated process. Only 3 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 2011-2012 year, the TEA reviewed five nonpublic schools for re-approval. A total of 13 districts contracted with these 5 nonpublic schools during the school year. Each nonpublic school completed a self-analysis concerning state and federal regulations prior to the on-site review. Additionally, the contracting district completed and submitted a focused compliance report for each student who is being educated in the nonpublic school. The on-site review focused on programs and services relative to appropriate staffing, specific program locations, specific areas of disabilities, and age ranges. Noncompliance may be identified as issues for the nonpublic school, and, if applicable, any contracting district.

Other Monitoring Activities
The TEA also monitors four entities that are under the oversight of other state agencies, but provide educational services to students with disabilities: Texas School for the Deaf, Texas School for the Blind and Visually Impaired, Texas Youth Commission, and the Windham Prison System. These entities are monitored on a four-year cycle. A monitoring review of the Texas School for the Blind and Visually Impaired was conducted during 2011-2012.

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 2011-2012 year, the number of districts who were staged for RF monitoring was:

Stage of Intervention	# of district
1	27
2	15
3	11
4	12

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.

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]	86 districts/ 172 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	30 districts/ 150 findings	
	107 districts/ 322 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.

Timely Correction of Noncompliance

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

	FFY 2005 2005-06	FFY 2006 2006-07	FFY 2007 2007-08	FFY 2008 2008-09	FFY 2009 2009-10	FFY 2010 2010-11	FFY 2011 2011-12	FFY 2012 2012-13
a. # of findings of noncompliance	234	774	539	935	1,758	1,422	954	To be reported February 2014
b. # of corrections completed as soon as possible but in no case later than one year from identification	222	705	472	816	1,458	1,261	632	
Percent of noncompliance corrected within one year of identification Calculation: (a. / b.) * 100	95%	92%	88%	87%	83%	89%	67%	

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 Baseline Data:

In the 2008 Annual Performance Report (APR), the state reported 935 instances of identification of noncompliance with an 87% rate of correction of noncompliance within one year of identification. This includes data related to findings of noncompliance across the State Supervision functions including the complaints resolution process, due process hearings, and the monitoring system.

Districts in escalated sanctions are reflected in the **Agency Action Related to Uncorrected Noncompliance in Monitoring** table in this indicator. The Agency is committed to working with these districts to ensure the correction of these findings and to increase efforts associated with the timely correction of all findings of noncompliance. Correction of continuing noncompliance is updated annually in each APR.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%

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 be ongoing through the 2013-2014 school year.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

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

Measurement: Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

Overview of Issue/Description of System or Process:

Throughout the improvement planning activities associated with the state supervision system, which includes the complaints resolution system, the timeline issues were addressed. When the State submitted the Annual Performance Reports for 2002-2003 and 2003-2004, the data indicated that the State had addressed the issue of compliance with timelines.

In April of 2004, the State began to address the underlying concerns identified through continuous improvement with the complaint resolution process including, but not limited to:

- Appropriate and consistent identification and notification of complaints to the parties involved; and
- Appropriate and consistent investigations and the development of investigative reports.

Activities associated with addressing these concerns included:

- Review and revision of the complaint resolution procedures;
- Development of a process by which complaint review and identification of allegations, as well as development of the investigative report, are completed by a panel of investigators;
- Development of a process for TEA legal staff advisement in complaint investigations, when appropriate; and
- Development of an automated data collection system for managing and monitoring the complaints resolution process.

During the review and revision of the complaint resolution process, the early resolution process has been defined and developed to expand the State's complaint resolution continuum. In addition to expediting the resolution of a dispute and maintaining the requirements of the federal regulation, the local education agency has more direct involvement in reaching resolution.

All of this information and the following data was shared with the Texas Steering Committee (TSC) during the January 2006, meeting. The TSC was supportive of the activities and accomplishments associated with the complaint resolution system and looks forward to the continued positive results associated with the integrity of this system.

Baseline Data for FFY 2005:

Complaint Investigation Timeline	FFY 2005 2005-06	FFY 2006 2006-07	FFY 2007 2007-08	FFY 2008 2008-09	FFY 2009 2009-10	FFY 2010 2010-11	FFY 2011 2011-12	FFY 2012 2012-13
(1) Signed, written complaints total	451	450	425	355	328	327	States are not required to report in FFY 2011	States are not required to report in FFY 2012
(1.1) Complaints with reports issued	204	171	171	145	138	150		
(a) Reports with findings	156	114	103	73	62	73		
(b) Reports within timeline	175	166	158	140	135	146		
(c) Reports within extended timelines	28	5	13	5	3	4		
Percent of signed written complaints with reports issued that were resolved within 60-day timeline. Calculation: [(1.1(b) + 1.1(c)) / 1.1 * 100	99%	100%	100%	100%	100%	100%		

Source | Texas Education Agency, State Supervision Data

Federal Definitions:

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

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

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

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

(1.1)(c) Report within extended timeline – The written decision from the SEA was provided to the complainant and the public agency more than 60 days after the *written, signed complaint* was filed, but within an appropriately extended timeline. An appropriately extended timeline is an extension beyond 60 days that was granted due to exceptional circumstances that exist with respect to a particular complaint; or if the parent and the public agency involved agree to extend the time to engage in mediation, or to engage in other alternative means of dispute resolution, if available in the State; or if the individual or organization and the public agency involved agree to extend the time limit to engage in mediation or other alternative means of dispute resolution available under State procedures.

Discussion of Baseline Data:

Due to the time intensive nature of this major overhaul and refinement of the state's complaint resolution process, the State did not complete all investigations in the sixty-day timeframe. Out of 129 investigative reports (IR) with findings, 115 were issued beyond the 60 day timeline. Due to the compromised timelines during 2004-2005, no timelines were extended.

As of December 31, 2005, all of the outstanding complaints have been resolved. Additionally, the review and revision of the complaint resolution procedures have resulted in an improved system that includes processes to ensure complaints are resolved in the 60-day timeline. The revised system includes criteria for extensions to the timeline.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%

Improvement Activities/Timelines/Resources:

Not applicable

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

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

Overview of Issue/Description of System or Process:

In managing the State's due process hearing system, the Texas Education Agency (TEA) continuously monitors special education hearing officer (SEHO) dockets to assure compliance with timelines. On a weekly basis the TEA Docket Administrator emails a copy of each hearing officer's docket to the hearing officer. Cases in which a deadline is forthcoming in the following week are highlighted, thus alerting the hearing officer that TEA must receive either a final decision or an order of continuance in the case no later than the highlighted date on the special education hearings docket.

If an extension of time is granted, the hearing officer must issue a written order identifying the good cause grounds for the extension, the specific number of days of extension that the hearing officer is granting, and the date by which the final decision must be reached. The date by which the final decision must be reached shall be determined by adding the number of days of extension that are granted by the hearing officer to the original 45-day period. The hearing officer must submit a copy of the order of continuance to the TEA Docket Administrator for entry onto the special education hearings docket.

The TEA monitors the date decisions are due and makes contact with the hearing officer before the deadline to assure that the decision will be issued on or before the deadline. Implementation of decisions adverse to local education agencies (LEAs) is managed by the TEA Division of IDEA Coordination.

Effective management of the State's due process hearing system is emphasized in the hiring process for hearing officers. TEA publishes a request for proposal (RFP) advertising for "Independently Contracted Special Education Hearing Officers" which contains as a job requirement compliance with the 45-day deadline for issuing final decisions.

Capacity building needs identified for impartial hearing officers this year included implementation of the requirements of Individuals with Disabilities Education Improvement Act, 2004 (IDEA 2004), building the resolution session into the due process timeline, and the sufficiency of pleadings as required by U.S.C. §1415(b)(70(B)(a).

Hearing officers are provided continuing legal education training to address these specific issues. Hearing officers are required, pursuant their contracts with TEA, to attend training provided by TEA three times annually at which licensed attorneys representing school districts, parents, the Office of the Attorney General, and other entities provide continuing legal education. Additionally, hearing officers are required to attend one conference annually at which the focus of the training is special education or administrative law where the hearing officer receives no less than 10 hours of continuing legal education.

Baseline Data for FFY 2005:

Due Process Hearing Timeline	FFY 2005 2005-06	FFY 2006 2006-07	FFY 2007 2007-08	FFY 2008 2008-09	FFY 2009 2009-10	FFY 2010 2010-11	FFY 2011 2011-12	FFY 2012 2012-13
(3) Due process complaints total	277	329	300	296	331	293	States are not required to report in FFY 2011	States are not required to report in FFY 2012
(3.2) Hearings (fully adjudicated)	32	45	32	33	25	14		
(a) Decisions within timeline (include expedited)	4	5	3	4	7	0		
(b) Decisions within extended timeline	28	40	29	29	18	14		
Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party. Calculation: (3.2(a) + 3.2(b)) / (3.2) * 100	100%	100%	100%	100%	100%	100%		

Source | Texas Education Agency, State Supervision Data

Federal Definitions

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

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

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

(3.2)(b) Decision within extended timeline – The written decision from a *hearing (fully adjudicated)* was provided to the parties in the hearing more than 45 days after the expiration of the *resolution period*, but within a specific time extension granted by the hearing or reviewing officer at the request of either party.

Discussion of Baseline Data:

The number of Due Process Hearing requests increased in 2004-2005 to 425 from the previous year's total of 387. However, the State entered 2004-2005 with 98 hearings pending from 2003-2004. As referenced in the March 2005 Annual Performance Report (APR), the total number of adjudicated hearings has decreased from 73 to 58 in 2004-2005. Of the 58 adjudicated hearings, five were conducted within the 45-day timeline, with 53 hearings having extended timelines.

In 2004-2005, 367 disputes were resolved without going to hearing. With the new early resolution session process and the other alternatives in the dispute resolution continuum, the State plans to more fully examine the breakdown of data regarding disputes not resulting in an adjudicated due process hearing.

Expedited hearing requests related to disciplinary actions were minimal with only one being fully adjudicated. The State will continue to monitor this data.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%

Improvement Activities/Timelines/Resources:

Not applicable

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

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

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 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 State collects data regarding the number of resolution sessions held and the number of resolution session settlement agreements that were reached. The State 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.).

Baseline Data for FFY 2005:

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	
(3.1) Resolution meetings	173	240	111	112	134	89	152	
(a) Written settlement agreements	65	49	32	32	43	20	45	To be reported February 2014
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%	

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 Baseline Data:

As explained in previous reports, the baseline data from which the State measures this indicator is that from FFY 2006 (i.e., 20%). The State is projecting a 10% increase in settlement agreements over the six years of the State Performance Plan (SPP) as it continues to ensure that parties are aware of the resolution session requirement. While the State will continue to encourage the resolution of disputes through the resolution session process, it recognizes that the participants control the outcome of the resolution session. The State also recognizes that some parties prefer participating in the mediation process.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	NA
2006 (2006-2007)	NA
2007 (2007-2008)	22%
2008 (2008-2009)	30%
2009 (2009-2010)	30%
2010 (2010-2011)	25-30%
2011 (2011-2012)	25-30%
2012 (2012-2013)	25-30%

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 be ongoing through the 2013-2014 school year.

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.

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 mediators having mediation certification, they also 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 TEA. The mediators are also required to attend outside continuing legal education trainings that are relevant to their duties as a mediator.

As each request for a due process hearing is received by TEA, it is forwarded to the TEA Mediation Coordinator who contacts both parties to the hearing to discuss whether they would consider participating in mediation. If both parties agree to participate in mediation, a TEA mediator is assigned. The parties may agree to use a specific mediator. Otherwise, TEA will randomly assign a mediator. The TEA faxes contact information for each party to the assigned mediator. At this point, the mediator manages the mediation with no further assistance from the TEA.

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 TEA whether mediation was held and whether it resulted in an agreement. The TEA collects data regarding the mediation activities and outcomes.

Baseline Data for FFY 2005:

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	To be reported February 2014
(2.1) Mediations held	157	145	194	191	199	190	188	
(a) Mediations held related to due process complaints	83	75	117	121	132	112	119	
(i) Mediation agreements	67	60	92	96	104	87	90	
(b) Mediations held not related to due process complaints	74	70	77	70	67	78	69	
(i) Mediation agreements	58	47	60	51	51	65	55	
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%	

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 Baseline Data:

During FFY 2004, 75.3% of the mediations held resulted in agreements. The data from the last five years reflects that both the number of mediations held and percentage of mediations held that have resulted in agreements have remained fairly steady.

Given that the central principles of mediation are that participation is voluntary and that the participants themselves decide the outcome, the State's target is to maintain a 75-80% rate of mediations that result in agreements. The State will also continue to focus on encouraging the use of mediation and providing quality mediation services through the use of highly-trained mediators.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	77%
2006 (2006-2007)	79%
2007 (2007-2008)	75%
2008 (2008-2009)	79%
2009 (2009-2010)	80%
2010 (2010-2011)	75-80%
2011 (2011-2012)	75-80%
2012 (2012-2013)	75-80%

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 be ongoing through the 2013-2014 school year.

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

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

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

FFY	Measurable and Rigorous Target
2009	The State will demonstrate 100% compliance in reporting timely and accurate data.

Baseline Data for FFY 2008:

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%	Calculated by Office of Special Education Programs	Calculated by Office of Special Education Programs

Baseline Data for FFY 2008:

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

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

Discussion of Baseline Data:

The additional guidance provided by OSEP and Data and Accountability Center (DAC) on the reporting of Indicator 20 has resulted in a more accurate reflection of the State's performance on reporting timely and accurate data. The State strives to meet the 100% compliance target. However, timelines and related issues associated with the State's Public Education Information Management System (PEIMS) remain a challenge for reporting Tables 1: Child Count, 3: Educational Environment, and 4: Exit of the annual federal data report (AFDR) in a timely manner.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%

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 be ongoing through the 2013-2014 school year.

This page is intentionally left blank.

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,4B, 5A-C, 6A-B, 7A-C, 13, 14
Assistive Technology	All
Autism	All
Behavior/Discipline	4A-B, 5, 6, 7
Disproportionate Representation	4A-B, 9, 10
Evaluation for Special Education Eligibility	11, 12
Low Incidence Disabilities	All
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 2012	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 2013	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 2011-2012 and to form workgroups and work on projects and updates of existing trainings and projects.	Sep 8-9, 2011	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.	Sep 5-6, 2012	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 2011 – May 2012	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 2012-2013 Network plan.	Jan 2012	Completed	3A-C, 4B, 5A-C, 6A-B
Apr TETN was used for updates on statewide projects/activities; debrief of Inclusion Works! conference; projected 2012-2013 Network activities/projects.	Apr 2012	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 2013-2014 Network plan.	Jan 2013	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 2013-2014 Network activities/projects.	Apr 2013	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 2011-2012 school year. Existing online training is being updated to include information regarding functional goals, new state assessment and measuring/reporting progress on goals.	Sep 2011 - Jun 2013	Continuing	3A-C, 4B, 5A-C, 6A-B, 7A-C, 13, 14
Standards-Based IEP Q & A Document:			
Renamed Individualized Education Program Annual Goal Development Q & A and included information regarding Academic vs. Non-Academic (Functional Goals).	Oct 2011	Completed	3A-C, 4B, 5A-C, 6A-B, 7A-C, 13, 14
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).	Sep 2012	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 2012	Continuing	5A-C, 6A-B
Guidelines for the Use of Paraprofessionals:			
The AGC Network drafted 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.	Jul 2011	Continuing	3A-C, 4B, 5A-C, 6A-B, 7A-C
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.	Sep 2012	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.	Sep 2012	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.	Sep 2012	Continuing	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 2011-Aug 2012	Completed	3A-C, 5A-C, 6A-B
The TATN will present at the Inclusion Works Conference.	Sep 2012-Aug 2013	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 2011-Aug 2013	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 2011-Aug 2013	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 2011-Aug 2013	Continuing	3A-C, 5A-C, 6A-B, 8
DHH AGC Network:			
AGC Lead collaborated with DHH AGC Lead in development of Differentiated Instruction vs. Specially Designed Instruction Resource.	Sep 2011-Aug 2012	Completed	3A-C, 5A-C, 6A-B
***TCASE (and Other Requested) Presentations*:**			
AGC Lead presented collaborative projects/products at statewide conferences as requested by other State Network Leads.	Sep 2011-Aug 2013	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 2012	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 2012-Aug 2013	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 2012-Aug 2013	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 2012-Aug 2013	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 12-14, 2012	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 11-13, 2012	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 4-8, 2013	New	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 2011	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 2012	Continuing	All
TETN or Web-based Updates:			
Fall – Accommodations and Assistive Technology – Utilizing AT for Students with Autism.	Nov 2011	Completed	All
Spring – PEIMS Coding &/or Acquiring AIM	Feb 2012	Completed	All
Fall – What we know about the STAAR assessment and the use of Assistive Technology.	Sep 2012	Continuing	All
Fall - Augmentative & Alternative Communication: Nothing to be Scared Of	Oct 2012	Continuing	All
Spring – Utilizing the iPad and Apps for Access to the General Curriculum – Darren Avey, Assistive Technology Specialist	Feb 2013	Continuing	All
TETN or Web-based Updates (Network):			
Provided services to facilitate Network and other leadership function communication and collaboration.	Sep 2011-Aug 2013	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 2011-Aug 2013	Continuing	All

Training	Timeline	Status	Indicators Impacted
Developed training materials to be delivered in paper form or via the TATN website or other online venues as proposed by TEA (e.g. Project Share). District and ESC personnel can access materials and multi-media information on topics indicated below and disseminate this information to districts. Contracted services were needed for information gathering, validation, building and developing user-friendly web-based materials and resources. Materials included (but not limited to): · Accessible Instructional Materials (AIM) – Updates, guidance and information on acquisition and process via TEA to assist regional ESCs and districts with provision of accessible instructional materials for students. Coordinated with other states via State Leaders of Assistive Technology in Education (SLATE) organization to gather information and presented to Network on current research and best practices.	Mar 2012	Completed	All
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 2012-Aug 2013	Continuing	All
Collaborated with Texas Behavior Support (TBS) to address positive behavior support and Universal Design for Learning (UDL) and how technology interventions support this initiative.	Apr 2012	Completed	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 2012	Continuing	All
Coordinated and published Web links and other related information to statewide leadership functions as needed.	Jun 2012	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	Sep 2011 – Aug 2013	Continuing	All
· Communicate information and activities on respective Networks			
Texas Behavior Support Initiative · Development of a training that will incorporate principles of UDL and PBIS to address classroom behavior problems	Sep 2011 – Aug 2013	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.	Sep 2011- Aug 2013	Continuing	All
· Provision of an Assistive Technology Lab at the Inclusion Works! conference			
Collaborate on Statewide and National Levels: Collaborated on statewide and national levels to promote the use of AT for student achievement and functional performance.	Sep 2011- Aug 2012	Completed	All
· DARS – worked with technology-related staff designees to have a presence at the statewide AT conference			
· TTAP – Texas Technology Access Program – served on their advisory board and collaborate to have a presence at the statewide AT conference			
· TSHA – was active member of TSHA and to promote assistive technology			
Represented and promoted the Texas Assistive Technology Network (TATN) at the annual "State Leaders of Assistive Technology in Education (SLATE)" meeting and the "National Assistive Technology in Education (NATE)" meeting at ATIA conference.			

Autism Training Network Improvement Activities:

Conference/Meeting Participation	Timeline	Status	Indicators Impacted
Assisted in planning and participated in the Texas State Conference on Autism.	October 2011 & Mar 2012	Completed	All
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 2012	Continuing	All
Attended one national conference on autism—Ohio Center for Low Incidence Disabilities and Autism Training (OCALI).	Nov 2011	Completed	All
Attend one national conference on autism—Ohio Center for Low Incidence Disabilities and Autism Training (OCALI).	Nov 2012	Continuing	All

Technical Assistance	Timeline	Status	Indicators Impacted
Face to Face Meeting held in San Antonio. Topics: Evidence-based practices, teacher standards, training module revisions, program evaluation, planning, training collaboration, other topics as may be needed.	Feb 27-28, 2012	Completed	All
Face to Face Meeting in Austin. 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 25-26, 2013	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)			
A survey was created and posted to the project website for users to respond on how they use TARGET. In an attempt to get a random survey of users, the survey link was posted 5 days during selected time frames. The information will guide future updates.	Sep 2011-Jul 2012	Completed	All
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 2012		
National Professional Development Center (NPDC) Grant – Model Sites for Evidence Based Practices in Autism			
Coordinated the Interagency Planning Group (IAPG). This group includes members from the Agency representatives from Act Early Planning Group, ESC Regional Autism Contacts from Regions 17, 8 and 4, and 2 parent representatives. This group is tasked with the following responsibilities: · Review progress reports, receive information about postings from the teams, review evaluation process for the project, and verify the final reports that detail the project.	Sep 2011 – Aug 2012	Completed	All
Model Sites – Cohort 1 (9 Teams) Continued to oversee and provided input on model sites project. Technical assistance was provided electronically. Final report in Aug 2012.	Aug 2012	Completed	All
Cohort 2 Expansion Sites (9 teams): Continued to oversee and provided input to model sites. Much of the ongoing technical assistance was scheduled to be done electronically. Final report in Aug 2012.	Aug 2012	Completed	All
Autism Conference for Model Sites Cohorts 1 & 2 (18 Teams). Cohort 2 Teams were required to attend specific trainings during this conference as per requirements of NPDC grant. One full day was grant staff provided. One and a half days was participant chosen and session was coded to identify the Evidence-Based Practice the session covered.	Oct 2011	Completed	All
As part of their data collection and participation, each model site submitted short video segments for coaching/mentoring.	May 2012	Completed	All
Used an electronic training and meeting format with all the teams.	May 2012	Completed	All

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 2012-Jun 2013	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 2012-Aug 2013	Continuing	All
Training	**Timeline**	**Status**	**Indicators Impacted**
Develop Statewide Training Resources			
Marketing of training courses to increase awareness of and participation in the online trainings. Goal is to increase the number of in-state participants by 10% over the number enrolled in each course on 8/21/2011. Created a brochure that can be posted online, on bulletin boards or distributed at conferences (15,000 printed brochures). Translated brochure into Spanish for this audience.	Aug 2012	Completed	All
Develop 6 new modules to be available on the ESC 13 website regarding Applied Behavior Analysis by Sep 2013	Sep 2013	New	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 2011-Aug 2012	Completed	All
Evaluation of Core Trainings			
Reviewed of trainings online and Trainer of Trainers Modules. With collected data, the regional autism contact reviewed: content, format, ease of use and feedback for improvement. Grant staff made necessary changes to content in online and TOT modules. The online courses contain over 750 animations. If changes to animations are needed, we will contract to have this work done.	Aug 2012	Completed	All
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 2012-Aug 2013	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. Grant staff will produce Press Releases. Information will be given to ESC contacts and they will facilitate local distribution.	Jan 2012-Aug 2013	Continuing	All

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 2011 – Sep 2013	Continuing	All
AT Network (Region 4)			
· Asks this Network to review AAC & Autism module for feedback/revisions	Aug 2011 – Sep 2013	Continuing	All
· Attended TATN Conference. Provide presentation and exhibitor.			
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 2011 – Sep 2013	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 2011 – Sep 2013	Continuing	All
Legal Framework (Region 18)			
· Ask Network to provide review and comment on core training modules.	Aug 2011 – Sep 2013	Continuing	All
Parent Coordination Network (Region 9)			
· Provide this Network with information and updates on the Core Training Series and the TARGET manual.	Aug 2011 – Sep 2013	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 2011 – Sep 2013	Continuing	All
Transition (Region 11)			
· Provide this Network with information on the online Autism Training Series, the TARGET and the NPDC Evidence-Based Practices Briefs.	Aug 2011 – Sep 2013	Continuing	All
· Transition Conference. Offered to provide a session on Autism for their conference. Was an exhibitor at this conference			
Collaboration with Other Entities			
Early Identification & Intervention Project (Dell-private, UT, UTAP).	Aug 2011 – Sep 2012	Completed	All
· Met with this group to support the development of this project and to collaborate with shared training, meetings and planning. This project uses Sally Roger's Early Start Denver.			
Texas Council on Autism			
· Provided meeting space for the council.			
· Provided meeting space for the regional committee of the Council.			
Act Early			
· 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 25-28, 2012	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 24-27, 2013	Continuing	4A-B,
Attended the International Conference on Positive Behavior Support in Atlanta, GA	Mar 15-17, 2012	Completed	4A-B,
Attend the International Conference on Positive Behavior Support in San Diego, California	Mar 28-30, 2013	Continuing	4A-B,
Technical Assistance	**Timeline**	**Status**	**Indicators Impacted**
Conducted Face-to-Face meeting with Network members to discuss, plan, and coordinate project activities: · TBSI Revisions · Development of TBSI Parent Overview · Development of TBSI Administrator Overview · Integration of PBIS and Social Emotional Learning (SEL) · PBIS and Universal Design for Learning (UDL) · Statewide and Regional Restraint Reports · Collaborative activities with other leadership functions · Planning of the 2012 TBS State Conference.	Sep 21-22, 2011	Completed	4A-B, 5, 6, 7
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 25-26, 2012	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 2012-Aug 2013	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	 New New	 4A-B ,5 ,6 ,7 4A-B ,5 ,6 ,7
Dr. Scott Ross - Bully Prevention in Positive Behavior Support	Nov 2012	New	4A-B ,5 ,6 ,7
Dr. Billie Jo Rodriguez - Critical Features of Tier 2 Interventions	Feb 2013	New	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 2011-Aug 2013	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 2011-Aug 2013	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 2011 - Aug 2012	Completed	4A-B ,5 ,6 ,7
Updated and distributed regional Restraint Reports to TBS contacts	Sep 2011	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 2011	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	New	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	New	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	New	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 2011 – Aug 2012	Completed	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 2011 – Aug 2012	Completed	4A-B, 5, 6, 7
Autism			
· Cross-collaboration and planning for state Autism and TBSI conferences.	Sep 2011 - 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 2011- Aug 2012	Completed	4A-B, 5, 6, 7
· Development of a training that will incorporate principles of UDL and PBIS to address classroom behavior problems.	Sep 2012 - Aug 2013	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 2012 - Aug 2013	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 Development of a Disproportionality technical assistance manual and Trainer of Trainers that involves analyzing data, reviewing policy and practice to determine root causes and mapping solutions.	Aug 2012	Completed	4A-B, 9, 10
Continued Contract with Metropolitan Center for Urban Education, led by Dr. Pedro Noguera to provide consultation services that focus on developing a Trainer of Trainers manual with guidance documents (sample found at http://steinhardt.nyu.edu/metrocenter.olde/programs/TACD/documents/Equity%20in%20Education %20Manual%20FINAL%205000.pdf) ESC One continued to collaborate with Dr. Noguera and Dr. Fergas on the development of this resource: · Draft guidance document for districts to address disproportionality SPP indicators 4, 9, and 10 · Sent draft manual to TEA for feedback · Received feedback from TEA regarding draft guidance documents. · Dr. Fergus developed second draft guidance document for districts to address disproportionality SPP indicators 4, 9, and 10 · Finalized guidance documents with TEA · Dr. Fergus and ESC One coordinated the formal webinar presentations of an overview of technical manual and guidance documents to TEA and ESC representatives via webinar · One half day formal webinar presentation of technical assistance manual to TEA and ESC Dispr. Representatives. · Follow up webinar	Feb 2012	Completed	4A-B, 9, 10

On-site support during the development and delivery of the webinar from an ESC technology integration specialist. Worked with the ESC technology integration department to support the subscription to the online secure webinar service; scheduling; technical assistance support; review and orientation for the presenter (if needed) on the use of the adobe connect platform for delivery.	Feb 2012	Completed	4A-B, 9, 10
ESC disproportionality contacts provided technical assistance to districts/charters not in compliance with disproportionality indicators 4, 9 and/or10 by: · 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.	Sep 2011-Aug 2012	Completed	4A-B, 9, 10
Promoted and/or trained on the use of the new guidance documents from Metropolitan Center for Urban Education.	Jun 2012	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 2012	New	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 2013	New	4A-B, 9, 10
Develop electronic recording documents for recording findings during the Quality Indicator Reviews of SPP 4	Mar 2013	New	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 2012	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 2012	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 2013	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 2012-Aug 2013	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 2012-Aug 2013	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 2012-Aug 2013	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 2011 – Aug 2013	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 2011-Aug 2012	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 2012	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 2012-Aug 2013	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 2011 – Aug 2013	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 2011 – Aug 2013	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 2011 – Aug 2013	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 2011 – Aug 2013	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 2012-Aug 2013	Continuing	4A-B, 9, 10

Evaluation for Special Education Eligibility Improvement 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 2012	Completed	11, 12
· TETN Update (9:00-12:00): To finalize conference plans for Feb 2012.	Sep 2011	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 4-5, 2013	Continuing	11,12

Low Incidence Disabilities Network Improvement Activities:

Conference/Meeting Participation	Timeline	Status	Indicators Impacted
Attended the **TASH Conference** 2011 in Atlanta, Georgia. (This conference is specific to individuals with severe disabilities and has sessions on the education issues.)	Nov 30-December 3, 2011	Completed	All
Presented a break-out session at Autism Conference in collaboration with Autism Project on "self-help/functional skills instruction"	October 13-15, 2011	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	Continuing	All
Present a break-out session at Autism Conference in collaboration with Autism Project on "grading that is meaningful for students with severe disabilities"	October 11-13, 2012	Continuing	All
Technical Assistance	**Timeline**	**Status**	**Indicators Impacted**
Face to Face Network Planning Meeting will discuss:	Dec 2011	Completed	All
· 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			
· 30-minute private tour of Morgan's Wonderland (amusement park for people with significant disabilities)	Feb 2011	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 21-22, 2013	Continuing	All
TETNs			
· Participated in professional development training over TETN provided by Texas Deaf blind Project staff	Aug 2012	Completed	All
· Presented a Training of Trainers (TOT) for "Supporting the Student who is Low Functioning Deaf: A Team Approach" to LID and Deaf Ed contacts at each ESC	Aug 2012	Completed	All
· 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	Continuing	All
· Participate in half day professional development training over TETN provided by Region11 DHH lead on Sign Language for Life skills.	Aug 2013	Continuing	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

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 2011-Aug 2013	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 2011-Aug 2012	Completed	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 2011-Aug 2012	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 2011-Aug 2013	Continuing	All
Professional Development Training for Network members on "Assessment and Instruction of Recreation & Leisure Skills for Students with Low Incidence Disabilities" by Dr. Lauren Lieberman. · Purchased recreation/leisure assessment/instruction resources for Network members to accompany this training.	Dec 2011	Completed	All
· Developed Guidance for Communication Assessments in collaboration with Region 11 DHH lead and TEA	Aug 2012	Completed	All
Maintained a web page dedicated to LFD Issues and post links to resources and trainings.	Sep 20111-Aug 2013	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 2011-May 2012	Completed	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 2012-Aug 2013	New	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 2012-Aug 2013	New	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 2012-Aug 2013	New	All
· Post and maintain title & job description for "in class support" person on LID webpage.	Sep 2012-Aug 2013	New	All
· Post and maintain list of communication assessment tools appropriate for students who are low functioning deaf on LID webpage	Sep 2012-Aug 2013	New	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 2012-Aug 2013	New	All
Collaborate with Region 11 DHH lead and Brent Pitt, TEA, on guidance for communication assessments.	Sep 2012-Aug 2013	New	All
Collaborate with Region 11 DHH lead and Brent Pitt, TEA, on guidance for communication assessments.	Sep 2012-Aug 2013	New	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 2011–Aug 2013	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 2011	Completed	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.	Nov 29-30, 2012	Continuing	8
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 2011-Sep 2012	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.	Sep 2011-Ausgust 2013	Continuing	8
Follow-up activity: · 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 2012 May-Aug 2013	Completed Continuing	8
Coordinate and facilitate Parent Coordination Network Meetings: Face-to-Face meeting with Network members.	Nov 2012 - 2013	Continuing	8
TETN Updates.	October 2011 and Mar 2012	Completed	8
TETN Updates.	October 2012 and Mar 2013	Continuing	
Provide information, technical assistance, or training to school personnel and parents to facilitate parent involvement.	Sep 2011-Aug 2013	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 2010 – Aug 2011	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 2012-Aug 2013	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. · 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.	Sep 2012-Aug 2013	Continuing	8
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 2011 – Aug 2012	Completed	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 2011-Aug 2013	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 2011-Aug 2013	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 2011 – Aug 2012 Jan 2013	Completed Continuing	8 8

Secondary Transition/Post School Results Network 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 2012 Feb 2013	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 2013	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 2012 Feb 2013	Completed Continuing	1,2,13
Coordinate data analysis with TEA	Sep 2011 Sep 2012	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 2012 Dec 2012	Completed Continuing	1,2,13
Present Indicator 13 data at Texas Transition Conference	Feb 2012 Feb 2013	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 2012 May 2013	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 2012 Feb 2013	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 2012 Aug 2013	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 2012 Jan 2013	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 2012 Jul 2013	Completed Continuing	1,2,14
Distribute postsecondary data as collected by contracted agency to TEA and ESCs.	Nov 2011 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 30 2012 Jul 2013	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 2012	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 2012 Feb 2013	Completed Continuing	1,2,14
Collaborate with TEA, College and Career Readiness, about drop-out prevention for students receiving special education services	Aug 2012 Aug 2013	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 2012 May 2013	Completed Continuing	1,2,13,14
Continue to research programs and resources – place links on statewide transition website	May 2012 May 2013	Completed Continuing	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 2012 May 2013	Completed Continuing	1,2,13,14
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 2012 Jun 2013	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 2012 Aug 2013	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 2012 Aug 2013	Completed Continuing	1,2,13,14
Network will be trained yearly to present updated and new trainings	Oct 2011 Apr 2013	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 2012 Aug 2013	Completed Continuing	1,2,13,14
Continue to enhance statewide transition website and keep website current	Aug 2012 Aug 2013	Completed Continuing	1,2,13,14
Network meetings – all Network members will attend: a. October 25-26, 2011 (F2F meeting – Fort Worth) 1. 25th 8:30 – 5:00 All members 2. 26th 8:30 – 4:00 All members b. Feb 8, 2012 TETN (9-1)	Oct 2012 Feb 2012	Continuing Completed	1,2,13,14
Network meetings – all Network members will attend: a. October 24-25, 2012 (F2F meeting – Fort Worth)	Oct 2012	Continuing	1,2,13,14
b. Apr 9, 2013 TETN (9-1)	Apr 2013	Continuing	1,2,13,14

All Network members will attend the Texas Transition Conference (TTC)	Feb 2012 Feb 2013	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 2011-2012. 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 2013	Continuing	1,2,13,14
Continue the development of a training model for designing an 18-21 year old program.	Aug 2013	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 2013	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 2011 – Aug 2013	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 2011 – Aug 2013	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 2011 – Aug 2013	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 2011 – Aug 2013	Continuing	1,2,13,14
Parent Coordination			
Present at Parent Advisory Council	Sep 2011 – Aug 2013	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 2011 – Aug 2013	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). · Continue to collaborate through conference calls, emails, and/or webinars	Aug 2012	Continuing	1,2,13,14
· Attend Secondary Transition Follow-up State Planning Institute (Lead and Coordinator) in conjunction with the International DCDT Conference in Kansas City, Mo. 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.	Oct 2012	Continuing	1,2,13,14
· Attend NSTTAC Secondary Transition State Planning Institute in Charlotte NC (Lead and Coordinator)	May 2012	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 2012	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 2012	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 2011 – Jun 2012	Completed	7
Web guidance on the data collection process was reviewed to identify any needs for further improvements, updates will occur as needed.	Jul 2011 – Jun 2012	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 2012	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 2011 – Jun 2012	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.	Jan 2009 – Jun 2012	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 Nov 7-8, 2011, Preschool Leadership Meeting with NECTAC.	Nov 2011	Completed	6, 7, 12
TEA staff attended the Mar 6-7 2012, Preschool Leadership Meeting in which NECTAC provided information on analysis and interpreting child outcome data.	Mar 2012	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 2012 – Jun 2013	Continuing	7
TEA staff will continue to review and analyze data to determine state barriers to meeting targets and develop a course of action.	Aug 2012 - Aug 2013	Continuing	All
The TEA will notify districts regarding their compliance status and required action plan.	Aug 2012 - Aug 2013	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 2012 – Jun 2013	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 2013	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 2013	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 2013	Continuing	7
TEA added enhancements to CDRMS to collect data regarding the reason a resolution session was not held in a case.	Aug 2011 - Aug 2013	Continuing	18
The TEA continues with data collection and data analysis related to resolution sessions.	Aug 2011 - Aug 2013	Continuing	18
TEA continues with data collection and data analysis related to mediation.	Aug 2011 - Aug 2013	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 2011 – Jun 2012	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 2011 – Jun 2012	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 2012	Completed	7, 11, 12, 13, 14
The 20 ESC preschool specialists continued to provide training on Indicator 7 modules 1-5.	Jul 2011 – Jun 2012	Completed	7
Work continued on the alignment of State Pre-K guidelines to COSF.	Jul 2011 – Jun 2012	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 2011 and Mar 2012	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 2013	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 2013	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 2013	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 2013	Continuing	7
Continuation of the alignment of State Pre-K guidelines to COSF.	Jul 2012-Jun 2013	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 2013	Continuing	6, 7, 12
The TEA continues to disseminate information regarding the resolution process.	Aug 2011 – Aug 2013	Continuing	18
TEA continues to disseminate information regarding the mediation process.	Aug 2011 – Aug 2013	Continuing	18
TEA encourages the use of the mediation process to resolve disputes before a due process hearing is initiated.	Aug 2011 – Aug 2013	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 2011 – Jun 2012	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 2012.	Jan 2012	Completed	7
Training and technical assistance materials were revised and updated to reflect the most recent revisions to the data collection system.	Jul 2011 – Jun 2012	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 2012-Jun 2013	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 2013	Continuing	7
Training and technical assistance materials will be revised and updated to reflect the most recent revisions to the data collection system.	Jul 2012-Jun 2013	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 2013	Continuing	18
The TEA provides training to hearing officers to ensure that they report resolution session outcomes with accuracy.	Aug 2011 – Aug 2013	Continuing	18
TEA continues to provide in-house training for mediators.	Aug 2011 – Aug 2013	Continuing	19
TEA informs mediators of advanced mediation training opportunities and encouraged them to participate in such trainings.	Aug 2011 – Aug 2013	Continuing	19