

FFY 2014

**State Performance Plan –
Annual Performance Report
Texas**

Including Phases I & II of the State Systemic
Improvement Plan (SSIP) under Indicator 17

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Executive Summary

The Individuals with Disabilities Education Act (IDEA) of 2004 requires each state to develop a six-year performance plan. The extension of the IDEA continues to require a State Performance Plan (SPP)/Annual Performance Report (APR) to evaluate the State of Texas' (State) efforts to implement the requirements and purposes of IDEA and illustrate how the State will continuously improve upon its implementation. The State is required to submit an updated SPP/APR to the Office of Special Education Programs (OSEP) on February 1 each year.

The Introduction to the SPP/APR provides an overview of the State's systems that are in place to ensure IDEA requirements and the provision of services to improve results for students with disabilities are met. These are outlined through the following introduction sections which include: General Supervision, Technical Assistance, Professional Development, Stakeholder Involvement, and Reporting to the Public.

The SPP/APR includes 17 indicators that represent five monitoring priorities; Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), Disproportionate Representation, Child Find, Effective Transition, and General Supervision. Each indicator includes historical and current data, targets, improvement strategies and stakeholder involvement, and progress monitoring.

The SPP/APR is presented publicly on the Texas Education Agency (TEA) website following submission and OSEP approval each spring. Additionally, TEA reports annually to the public on the performance of each local education agency (LEA) on each of the indicators through a district profile on its website.

Introduction to the State Performance Plan (SPP)/Annual Performance Report (APR)

General Supervision System:

The systems that are in place to ensure that IDEA Part B requirements are met, e.g., monitoring, dispute resolution, etc.

The State of Texas (State) incorporates the SPP in 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 State's philosophy to build a system which encompasses data-driven, evidence-based improvement efforts according to stakeholder needs and input. The State's general supervision system demonstrates how this philosophy guides the State in its efforts to improve results for students with disabilities.

General supervision in Texas has evolved to a balanced system of compliance and performance based accountability that is included in the monitoring and intervention practices in the state. Monitoring and intervention activities utilize rich data sources by which student level information is analyzed to determine not only compliance but also results of effective programs for students with disabilities. Special Education monitoring activities include: [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; residential facility monitoring; dispute resolution tracking through a Correspondence and Dispute Resolution Management System (CDRMS); and noncompliance tracking and monitoring through the Intervention, Stage, and Activity Manager (ISAM).

Performance Based Monitoring

Each year, every district and charter school is evaluated through an analysis of district data against standards of the [Performance-Based Monitoring and Analysis System \(PBMAS\)](#). Specific information about the PBMAS is available in the current [PBMAS manual](#) located on the TEA website. The PBMAS is designed to take advantage of the significant amount of reliable and comprehensive data reported annually by districts rather than relying on expensive, time-consuming, and resource-intensive on-site visits as the mechanism to inform monitoring determinations and interventions. With the PBMAS, the agency has transformed program monitoring from a stand-alone, cyclical, compliance, on-site monitoring system to a data-informed, results-driven system of coordinated and aligned monitoring activities. On-site monitoring continues to be used when necessary and appropriate.

While the PBMAS serves as the initial component to identify potential concerns in student performance and program effectiveness, a second component, the interventions component, includes the specific processes and activities the agency implements with individual school districts after the initial PBMAS identification occurred. Like the PBMAS, these interventions, are designed to support the State's goal of promoting positive results for students. The interventions process is aligned across the different PBMAS program areas (Special Education, Career and Technical Education, Bilingual/English as a Second Language, and portions of No Child Left Behind) as interventions staging. A graduated interventions approach ensures that differentiation of intervention staging for districts ensues based on the degree of program effectiveness concern initially indicated by the overall results across a program area's PBMAS indicators as well as instances of low performance on individual program-area PBMAS indicators. The process for assigning districts requires levels of intervention or stages 1, 2, 3, or 4 for each PBMAS program area. Districts are assigned a separate intervention stage for each program area to ensure required district monitoring activities are targeted to address unique program needs and to meet state and federal statutory requirements for performance interventions and compliance reviews specific to each program area. All intervention stages require a locally-developed improvement plan for the specific program area identified with program effectiveness concerns, and additional interventions activities are required at the higher the stages of intervention. Additional information specific to district staging and intervention requirements can be found on the [Special Education Monitoring](#) TEA website.

On-site investigations by the TEA Division of [Program Monitoring and Interventions](#) are conducted to address program effectiveness and/or systemic concerns related to documented substantial, imminent, or ongoing risks

evidenced through data reported through PBMAS and other data sources. The decision to conduct an on-site investigation is not contingent on the stage of intervention, but rather on identification of program-effectiveness and/or systemic concerns. The on-site investigation activities are combined with other monitoring activities as appropriate, and districts are required to conduct program improvement activities as required by TEA.

For districts staged in multiple program areas, customized interventions activities are developed to address specific areas of low performance and/or systemic issues. Districts 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 are evaluated and addressed in an improvement plan as appropriate. Any findings of noncompliance are required for inclusion in a corrective action plan (CAP) to correct noncompliance as soon as possible, but in no case later than one year from identification.

Initial and Re-approval for Nonpublic Schools

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](#).

Other Monitoring Activities

TEA also monitors four state agencies that provide educational services to students with disabilities: Texas School for the Deaf, Texas School for the Blind and Visually Impaired, Texas Juvenile Justice Department, and the Windham Prison System. These entities are monitored on a four-year cycle.

Residential Facility Monitoring

Under the authority of 19 Texas Administrative Code (TAC) §97.1072 TEA monitors districts who serve students with disabilities who reside in residential facilities to ensure a free and appropriate public education (FAPE).

Additionally, RF monitoring has become a part of the integrated intervention process if districts are staged in more than one program area.

Dispute Resolution

Dispute resolution is tracked through the CDRMS. The CDRMS is divided into various modules for tracking that include:

- Correspondence – maintains basic correspondence data as well as student, complainant, and district information for items flagged as potential complaints;
- Closure Letters – maintains all closure letter data including student, complainant, and district information as well as workflow and related dispute tracking;
- Complaints – maintains all relevant complaint data including student, complainant, district information, related dispute events for the same student, and workflow, as well as links to copies of initial correspondence and response;
- Due Process Hearings – includes electronic docketing functionality as well as maintenance of petitioners, respondents, related dispute events for the same student, issues in dispute, links to the initial request and final hearing orders, and appeals for all hearing requests received by TEA;
- Mediations – includes electronic docketing functionality as well as tracking of related disputes events for the same student; and
- Facilitations - organizes information related to state-sponsored facilitations managed by the Division of Federal and State Education Policy (Division) as well as tracking of related activities for the same student.

Additionally CDRMS provides functionality for tracking progress on pending and completed corrective actions.

The Division in collaboration with the Division of Program Monitoring and Interventions is responsible for monitoring and follow-up with any required corrective action as a result of dispute resolution activities specific to complaints and due process hearings.

Noncompliance Tracking and Monitoring

TEA monitors all noncompliance through the agency's ISAM system. Any noncompliance cited is logged into the specified district's account. Information including the date of notification to the district of the finding of noncompliance, the due date for correction, and the correction date are tracked in this system. Monitors and districts are capable of corresponding; uploading and tracking such things as the district CAP, interventions, and results for correction of the noncompliance; and documenting these results. Districts who do not correct any instance of noncompliance within a year are identified as in escalated oversight within the ISAM system, where additional interventions and/or sanctions are tracked.

Technical Assistance System:

The mechanisms that the State has in place to ensure the timely delivery of high quality, evidenced based technical assistance and support to LEAs.

Statewide Systems of Technical Assistance and Support

The State has in place mechanisms which address state and federal identified monitoring priorities to ensure the timely delivery of high quality, evidenced based technical assistance; and to ensure that service providers have the skills to effectively provide services that improve results for students with disabilities.

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. As illustrated in the State's TCIP model, results accountability is integral to the organizational alignment and commitment of resources. The Division utilizes resources to ensure this alignment with SPP indicators and results accountability.

The foundation of the State's technical assistance infrastructure is found in the twenty regional education service centers (ESCs) established in state law to provide training and technical assistance for the parents, school districts, charter schools, and other community stakeholders of each region. The twenty ESCs provide technical assistance and support in implementing the requirements of IDEA 2004 in Texas across all SPP indicators and other results driven measures identified in the State. Each ESC develops an annual regional special education continuous improvement plan (SECIP) based on improvement activities and progress/slippage as compared to the state targets.

A second layer of technical assistance and support is found through statewide leaderships for addressing specific statewide identified areas of need in special education services as provided through multiple functions and projects directed by various ESCs. Their primary responsibility is to provide coordination and leadership for training, technical assistance, and the dissemination of information throughout the state through these identified statewide leadership activities. Additionally, the ESCs coordinating these statewide leadership functions and projects are responsible for the implementation of many of the state's continuous improvement activities. Information about [Statewide leadership functions and projects](#) can be found on the [Special Education in Texas TEA website](#).

In addition to the Division's commitment of resources found in the ESC infrastructure of technical assistance and support, another layer exists in collaborative projects and institutes of higher education (IHE) grants, and interagency coordination. Currently, two IHE grants reside with the University of Houston (UH)–Houston, and the University of Texas (UT)–Meadows Center. These grants are specific to Learning Disabilities Intervention at UH-Houston, and RTI capacity building at UT–Meadows Center. Other collaborative projects include Write for Texas, a training project with UT–Meadows Center designed for secondary teachers of all subject areas

specific to providing effective writing instruction for English language learners and students receiving special education services; Restorative Practices, a project with UT's Institute for Restorative Justice and Restorative Dialogue (IRJRD) providing training toward implementation of alternative discipline practices; the Elementary School Students in Texas: Algebra Ready (ESTAR) and Middle-School Students in Texas: Algebra Ready (MSTAR) Universal Screeners and Diagnostic Assessments, a project with Region 13 and Southern Methodist University (SMU) providing an online formative assessment system administered to students in grades 2-4 (ESTAR) and grades 5-8 (MSTAR); and the Professional Development for Transition from STAAR-M project with UT-Meadows Center providing online resources containing information and ideas for additional instruction and interventions for students who struggle with literacy skills.

Interagency coordination is integral in shared support within the State to those who provide services to children with disabilities specific to their state agency charge. TEA and the Division are represented on many stakeholder and interagency councils alongside the following other state agencies including:

- Community Resource Coordination Groups (CRCGs) - CRCGs assist state and local agencies with the coordination of their local service delivery for youth and their families with problems that can be addressed only with the participation of more than one agency.
<http://www.hhsc.state.tx.us/crcg/crcg.htm>
- Department of Aging and Disability Services (DADS) - DADS provides long-term services and supports for adults and children with medical/physical disabilities. It also helps older adults aged 60 and over and their caregivers, and adults and children with intellectual and developmental disabilities.
<http://www.dads.state.tx.us/providers/LA/PersonDirectedPlanningGuidelines.pdf>
- Department of Assistive and Rehabilitative Services (DARS)/Early Childhood Intervention (ECI) Services - DARS/ECI has services for infants and toddlers (Part C) and for people with physical and mental disabilities to help them become more independent and to prepare for, find, and keep a job. Includes Rehabilitation Council of Texas. <http://www.dars.state.tx.us/>
- Department of Family and Protective Services/Child Protective Services (DFPS/CPS) - DFPS/CPS maintains a youth-focused website for services and referrals for youth and young people currently in foster care and those young people seeking transitional services from foster care to adulthood.
https://www.dfps.state.tx.us/txyouth/hot_stuff/default.asp
- Department of State Health Services (DSHS) - DSHS has services for people with physical health, mental health, and substance abuse problems. <http://www.dshs.state.tx.us/>
- Texas Council for Developmental Disabilities (TCDD) - TCDD gives money to organizations to help people with developmental disabilities live on their own. <http://www.tcdd.texas.gov>
- Texas Juvenile Justice Department (TJJJ) - TJJJ manages state-operated secure facilities and halfway houses to provide treatment services to those youth who have chronic delinquency problems and who have exhausted their options in the county. <http://www.tjjd.texas.gov/about/overview.aspx>
- Texas Health and Human Services Commission (HHSC or HHS) - The HHSC has resources and programs that provide direct services to people in need, including Medicaid, CHIP, TANF, food stamps, family violence services, refugee services, disaster relief, disability services, and health services. <http://www.hhs.state.tx.us/>
- Texas School for the Blind and Visually Impaired (TSBVI) - TSBVI serves as a special public school in the continuum of statewide placements for students who have a visual impairment
<http://http://www.tsbvi.edu/>
- School for the Deaf (TSD) - Texas School for the Deaf is established as a state agency to provide a continuum of direct educational services to students, ages zero through twenty-one, who are deaf or hard of hearing and who may have multiple disabilities. <http://www.tsd.state.tx.us/>
- Texas Workforce Commission (TWC) (online resources) - Provides information on employment, discrimination, complaint resolution procedures, deadlines, and more.
<http://www.twc.state.tx.us/crd/disability-discrimination.html>

Statewide Systems for Technical Assistance and in Support of State and Federal Identified Monitoring Priorities:

Regional Education Services – primary level of support for implementing the requirements of IDEA 2004 in Texas across all SPP indicators and other results driven measures identified in the State

- 20 Regional Education Service Centers

Statewide Leaderships – additional level of support for implementing State identified priorities and needs

- Disproportionate Representation (ESC 1)
- Autism Statewide Conference (ESC 2)
- Low Incidence Disabilities (ESC 3)
- Assistive Technology (ESC 4)
- Behavior Support (ESC 4)
- Parent Coordination (ESC 9)
- Special Education Information (ESC 10)
- Professional Preparation and Development (ESCs 10, 17, Rider 21)
- Transition and Post School Outcomes (ESC 11)
- Services for the Blind and Visually Impaired (ESC 11)
- Services for Deaf and Hard of Hearing (ESC 11)
- Evaluation Statewide Conference (ESC 12)
- Autism Training (ESC 13)
- Legal Framework (ESC 18)
- Access to the General Curriculum (ESC 20)

Higher Ed Collaborations – additional level support for implementing collaborative practices toward improving results for all students

- Texas Center Learning Disabilities Intervention Supplement (UH-Houston)
- RTI Capacity Building Implementation Project (UT-Meadows Center)
- Write for Texas (UT-Meadows Center)
- Restorative Practices (UT-IRJRD)
- ESTAR/MSTAR Universal Screeners and Diagnostic Assessments (ESC 13, SMU)
- Professional Development for Transition from STAAR-M (UT-Meadows Center)

Interagency Coordination - commitment of resources and support for communication and coordination of services impacting improvement of results for students with disabilities

- 619 Part B with DARS-ECI Part C
- TEA with CRCG; DADS; DARS; DFPS/CPS; DSHS; TCDD; TJJJ; HHSC; TSBVI; TSD; and TWC

Professional Development System:

The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for students with disabilities.

Providing a quality education for all Texas children requires partnerships among TEA, educator preparation program providers, public and private schools, institutions of higher education, and the community. TEA is committed to ensuring that the state's educator preparation programs are high-quality institutions that recruit and prepare qualified educators to meet the needs of all learners in today's and tomorrow's Texas classrooms.

Standard certificates were first issued on September 1, 1999, and replaced the lifetime provisional certificates. An educator with a standard certificate in Texas is required to renew his or her standard certificate(s) every five years. A minimum number of Continuing Professional Education (CPE) hours provided by an approved CPE provider must be obtained in order to renew that certificate in accordance with [Texas Education Code \(TAC\) §232.13](#).

All CPE providers must be approved and registered by the State Board for Educator Certification (SBEC) and TEA. This registration ensures that activities offered for CPE credit support the professional growth of educators in the knowledge and skills necessary to improve student achievement in Texas public schools. Only CPE activities from approved, registered providers are recognized for certificate renewal purposes.

CPE activities are offered at a wide variety of physical and virtual locations for easy access to a continuum of quality professional development (i.e. institutes of higher education, ESCs, local education agency provided programs, and statewide projects and initiatives such as [Texas Gateway](#) - a collection of Web 2.0 tools and applications that provides high quality professional development in an interactive and engaging learning environment)

Specific to service providers responsible for improving results for students with disabilities, in addition to CPE activities previously referenced, ESCs provide professional development and training activities based around monitoring priorities identified in the SPP. Resources and information to assist educators and service providers gain and maintain the skills to effectively provide services for all students can be found on the TEA website at http://tea.texas.gov/Texas_Educators/, and on each ESC regional website linked at http://tea.texas.gov/regional_services/esc/.

Stakeholder Involvement:

The mechanism for soliciting broad stakeholder input on targets in the SPP, including revisions to targets.

Access to broad stakeholder input is the cornerstone of the Texas Continuous Improvement Process (TCIP). Sources of data the State considers in the course of continuous improvement is feedback gathered through a variety of methods statewide including surveys, public forums, public hearings, and stakeholder meetings. To ensure feedback that is truly representative of the state's geographic and ethnic diversity, a systematic approach for obtaining stakeholder participation is utilized. Key stakeholder roles are determined, and a recruitment plan is implemented for a variety of input needs. The key perspectives or roles included in all advisory or informal work groups are typically parents, teachers, campus and school district administrators, parent-support and advocacy groups, higher education institutions, ESCs, and other state agencies. TEA routinely reviews group memberships to keep current and contacts various internal and external entities 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 in group membership, and in some cases, some group members serve on additional and related committees themselves. This overlap allows for some informative continuum across the state. All 20 regions are represented within the various advisory and work groups that constitute broad stakeholder input. More information about the [Texas Continuous Improvement Process](#) and these improvement groups can be found on the [Special Education in Texas TEA website](#). TEA will continue to employ the TCIP model and expand opportunities for stakeholder engagement based on priorities and needs of the State.

Specific to setting targets in the SPP and revisions to those targets, the Texas Continuous Improvement Steering Committee (TCISC) serves as the work group tasked with advisement to these as well as other topics such as general supervision, monitoring, infrastructure, intervention, and improvement activities. The TCISC was newly formed in spring of 2014 and combined two former groups specific to state supervision and target setting. The TCISC includes 30 members representing the previously identified key perspectives or roles. This group also provides key stakeholder input and continuing work for the State Systemic Improvement Plan (SSIP), and meets as needed three to four times per year.

The Texas [Continuing Advisory Committee](#) (CAC) consists of 17 governor-appointed members from around the state representing parents, general and special educators, consumers, and teacher educators. A majority of the members of the CAC must be individuals with disabilities or parents of children with disabilities. Members of the committee are appointed for staggered four-year terms with the terms of eight or nine members expiring on February 1 of each odd-numbered year. This group provides policy guidance with respect to special education and related services for children with disabilities in Texas and specifically advises TEA of unmet needs; comments publicly on any rules or regulations proposed by the state; advises TEA in developing evaluations and reporting on data to the Secretary of Education under Section 1418 of the IDEA 20 U.S.C. §1418; advises TEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of IDEA; and advises TEA in developing and implementing policies relating to the coordination of services for children with disabilities.

TEA analyzes information reported from all public input sources in order to identify trends for guiding improvement planning within the State.

Reporting to the Public:

How and where the State reported to the public on the FFY 2012 performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its FFY 2012 APR, as required by 34 CFR §300.602(b) (1)(i)(A); and a description of where, on its Web site, a complete copy of the State's SPP, including any revision if the State has revised the SPP that it submitted with its FFY 2012 APR in 2014, is available.

TEA publicly reports district performance against the state targets in the SPP for Indicators 1-14 for a given year on its [Local Education Agency Reports and Requirements webpage](#). Each spring, no later than 120 days following the State's submission of its APR, TEA produces a District Profile of SPP Indicators Report for each district in the state as required by 34 CFR §300.602(b)(1)(i)(A). In addition, a complete copy of the most recently submitted and accepted SPP and APR is available on the TEA [SPP and APR Requirements webpage](#).

The Texas Education Agency believes the public has a right to know how its public schools are doing. Thanks to a decision in the 1980s to create the Public Education Information Management System, known as PEIMS, Texas has one of the largest education data bases in the world. It provides valuable information for researchers, parents and the public to mine and learn about the workings of 1,200 plus districts and charters, as well as TEA. Information from PEIMS and other sources are used to create a number of reports that provide information about a variety of topics, such as student performance, spending and implementation of legislation. TEA provides these reports publicly on its [Reports and Data webpage](#).

Key to TEA's monitoring priorities, the Performance-Based Monitoring staff reports annually on the performance of school districts and charter schools in selected program areas (bilingual education/English as a second language, career and technical education, special education, and certain Title programs under the No Child Left Behind Act). The [Performance-Based Monitoring Analysis System](#) (PBMAS) data is publicly reported at district, region, and state levels. PBM staff also provides this data as downloadable data files. The [PBMAS Manuals](#) are comprehensive technical resources designed to explain each year's PBMAS indicators and reports.

Additionally, all 20 ESCs maintain websites to provide regional as well as statewide information and links to these can be found on the [TEA Education Service Centers Map webpage](#).

Indicator 1: Graduation

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

Historical Data

FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≥		75.00%	94.60%	70.00%	75.00%	75.00%	75.00%	78.00%	80.00%
Data	74.80%	72.70%	70.34%	69.80%	71.80%	74.40%	76.70%	76.90%	77.80%

Baseline: FFY 2011

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target ≥	83.00%	88.00%	*	*	*

Targets: Description of Stakeholder Input

Targets are the same as the annual graduation rate targets under Title I of the ESEA., and included in Texas' Approved ESEA Flexibility Waiver.*

Stakeholder engagement has always been a part of Texas' process for developing statewide policies and standards. State standards are developed by a 15 member board who is publicly elected. They develop standards with input from educators, subject matter experts, and citizens.

As part of the ESEA Flexibility Request submitted to the U.S. Department of Education September 16, 2013, TEA has solicited input and provided for meaningful engagement of teachers and other stakeholder groups, not only in preparing the flexibility request, but throughout the process of developing, adopting, and implementing the state's College and Career Ready Standards and assessment and accountability systems affecting graduation rates in Texas. TEA provided local administrators and teachers with notice and the opportunity to comment on the flexibility request. In doing so, the state's usual procedures were followed, i.e., through a letter to all LEAs that was (1) posted on the TEA website and (2) disseminated through TEA's "To the Administrator Addressed" electronic mail list server on September 6, 2012.

In addition, thousands of Texas educators have served on one or more of the educator committees involved in the development of the Texas assessment program. These committees represent the state geographically, ethnically, by gender, and by type and size of school district. They routinely include educators with knowledge of the needs of all students, including students with disabilities. TEA will continue to engage these stakeholders going forward as implementation of all aspects of the waiver proceeds.

TEA works with the 20 Education Service Centers and the Texas Center for District and School Support to share new federal requirements that are a result of the waiver.

*The FFY 2016-2018 graduation targets are under review pending approval of an extension to [Texas' Approved ESEA Flexibility Waiver](#). Under the current ESE flexibility waiver, the long term statewide goal for the four-year graduation rate is 90.0 percent. High schools and school districts that do not meet the 90.0 percent graduation rate goal must either submit an annual target or a growth target for the four-year graduation rate, or an annual target for the five-year graduation rate.

All districts and campuses that fail to meet graduation rate targets are subject to interventions. The interventions require districts and campuses to develop focused plans for improvement. If graduation rates do not improve and the district or campus fails to meet federal accountability targets in the next accountability cycle, the level of assistance and intervention increases.

Source	Date	Description	Data
SY 2013-14 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	12/2/2015	Number of youth with IEPs graduating with a regular diploma	23,149
SY 2013-14 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	12/2/2015	Number of youth with IEPs eligible to graduate	29,875
SY 2013-14 Regulatory Adjusted Cohort Graduation Rate (EDFacts file spec C150; Data group 695)	12/2/2015	2013-14 Regulatory four-year adjusted-cohort graduation rate table	77.50%

FFY 2014 SPP/APR Data

Number of youth with IEPs in the current year's adjusted cohort graduating with a regular diploma	Number of youth with IEPs in the current year's adjusted cohort eligible to graduate	FFY 2013 Data	FFY 2014 Target	FFY 2014 Data
23,149	29,875	77.80%	83.00%	77.50%

Graduation Conditions

The four-year graduation rate follows a cohort, or a group of students, who begin as first-time 9th graders in a particular school year and who graduate with a regular high school diploma in four years or less. An extended-year graduation rate follows the same cohort of students for an additional year or years. The cohort is "adjusted" by adding any students transferring into the cohort and by subtracting any students who transfer out, immigrate to another country, or die during the years covered by the rate.

Under 34 C.F.R. §200.19(b)(1)(iv), a "regular high school diploma" means the standard high school diploma awarded to students in a State that is fully aligned with the State's academic content standards and does not include a GED credential, certificate of attendance, or any alternative award. The term "regular high school diploma" also includes a "higher diploma" that is awarded to students who complete requirements above and beyond what is required for a regular diploma.

The conditions for earning a general education diploma and a detailed description of the State's methodology for calculating the graduation rate can be found in the State's *Secondary School Completion and Dropouts in Texas Public Schools, 2013-14* on the TEA website at http://tea.texas.gov/index4.aspx?id=4080&menu_id=2147483698. Additional information can be found at this same website in the State's report *Processing of District Four-Year Longitudinal Graduation and Dropout Rates, Class of 2014*.

Current and updated information can be found on the TEA website page entitled *State Graduation Requirements* located at <http://tea.texas.gov/index2.aspx?id=5324>.

The State did not meet the graduation rate targets under the approved conditional NCLB waiver for the specific provisions under Title 1 of the ESEA of 83%. However, the graduation rate remained relatively the same from the previous year (77.8% FFY 2013; 77.5% FFY 2014). Although the calculated rate shows a slight decrease (0.3%), the data indicate a decline in the number of students included in the base (-1,139) and corresponding declines in all four calculated categories illustrated in the table below.

Class of	Total Base	Graduated	Continuing	Received GED	Dropped out
2013	31,014	24,114 (77.8%)	3,306 (10.7%)	154 (0.5%)	3,440 (11.1%)
2014	29,875	23,149 (77.5%)	3,240 (10.8%)	141 (0.5%)	3,345 (11.2%)
Differences	-1,139	-965	-66	-13	-95

The State has maintained continued emphasis on access to the general curriculum, performance on exit level assessments, effective graduation and dropout prevention strategies for at risk students, and standards based IEP and positive behavior support training through the state. The State continues to strive toward a graduation rate commensurate for students with disabilities with that of their nondisabled peers.

Indicator 2: Drop Out

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

Historical Data

FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≤		2.90%	2.80%	12.00%	12.50%	12.00%	10.00%	9.00%	2.30%
Data	6.80%	10.60%	13.94%	14.50%	14.10%	12.10%	11.30%	11.23%	2.25%

Baseline: FFY 2013

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target ≤	2.20%	2.10%	2.00%	1.90%	1.80%

Targets: Description of Stakeholder Input

Specific to setting targets in the SPP and revisions to those targets, the Texas Continuous Improvement Steering Committee (TCISC) serves as the work group tasked with advisement to these as well as other topics such as general supervision, monitoring, infrastructure, intervention, and improvement activities. The TCISC was newly formed in spring of 2014 and combined two former groups specific to state supervision and target setting. The TCISC includes 30 members representing the previously identified key perspectives or roles. This group also provides key stakeholder input and continuing work for the State Systemic Improvement Plan (SSIP), and meets as needed three to four times per year.

The Texas Continuing Advisory Committee (CAC) consists of 17 governor-appointed members from around the state representing parents, general and special educators, consumers, and teacher educators. A majority of the members of the CAC must be individuals with disabilities or parents of children with disabilities. Members of the committee are appointed for staggered four-year terms with the terms of eight or nine members expiring on February 1 of each odd-numbered year. This group provides policy guidance with respect to special education and related services for children with disabilities in Texas and specifically advises TEA of unmet needs; comments publicly on any rules or regulations proposed by the state; advises TEA in developing evaluations and reporting on data to the Secretary of Education under Section 1418 of the IDEA 20 §1418; advises TEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of IDEA; and advises TEA in developing and implementing policies relating to the coordination of services for children with disabilities.

Both of these organized stakeholder groups provide feedback relative to the monitoring priority FAPE in the LRE and specific to the percent of youth with IEPs dropping out of high school.

TEA analyzes information reported from all public input sources in order to identify trends for guiding improvement planning within the State.

Based on advisement from stakeholder input, the methodology by which the Indicator 2 targets are set was revised for FFY 2013 through FFY 2018. As such, Texas identifies FFY 2013 as a re-baseline year due to a change in target setting methodology. TEA has chosen Option 2 (annual dropout rate calculation) in the Part B Indicator Measurement Table for this indicator in alignment with state accountability targets and measurements.

A Grade 7-12 annual dropout rate has been calculated by the Texas Education Agency (TEA) since 1987-88 allowing the newly adopted methodology in setting targets for this indicator to include a longitudinal statistical analysis including population growth and/or declines; alignment with state accountability targets; as well as informed programmatic intervention and infrastructure review. Based on this intense data review targets for this indicator have been set through FFY 2018.

The conditions for what counts as dropping out for all youth and a detailed description of the State's methodology for calculating the dropout rate can be found on pages 9-10 in the report Secondary School Completion and Dropouts in Texas Public Schools, 2013-14 (attached) located on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

FFY 2014 SPP/APR Data

Number of youth with IEPs (grades 7-12) who exited special education due to dropping out	Total number of all youth with IEPs who left school (grades 7-12)	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
4,354	206,538	2.25%	2.20%	2.11%

The annual dropout rate is the percentage of students who drop out of school during one school year. An annual dropout rate is calculated by dividing the number of students who drop out during a single school year by the cumulative number of students who enrolled during the same year (number of students who dropped out during the school year / number of students enrolled during the school year).

The Class of 2014 (SY 2013-2014) dropout rate for students with disabilities was 2.11%. The dropout rate decreased 0.14% (2.25%) from the previous year. The 0.14% decrease could be attributed to continued effective dropout prevention strategies implemented at the state and local level. Additionally, increased emphasis on secondary transition as evidenced by the collection of SPP 13 data has strengthened the message that quality IEPs for students with disabilities keeps students engaged and focused on the attainment of positive post school outcomes.

The State met the FFY 2014 target of 2.2%.

In response to dropout data, the State continues to focus efforts to improve the graduation and dropout rate for students with disabilities. The efforts include but are not limited to:

- utilization of the State's 20 Education Service Centers (ESC) to disseminate additional guidance, provide assistance to districts in analyzing their data, and provide technical assistance to districts to support their efforts;
- continuing TEA support of intra-agency collaboration on Dropout Prevention to identify resources and provide guidance; and
- continued stakeholder advisement toward infrastructure and intervention strategies in development and refinement of statewide, regional, and district level policies and best practices.

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

The conditions for what counts as dropping out for all youth and a detailed description of the State's methodology for calculating the dropout rate can be found on pages 10-11, and a historical reference to dropout definition can be found on pages 20-23 in the report Secondary School Completion and Dropouts in Texas Public Schools, 2013-14. This document and other analyses and reports of the State's graduation and dropout rates are located on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

Indicator 3A: Districts Meeting AYP/AMO for Disability Subgroup

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))

Historical Data

FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≥		100%	100%	100%	100%	100%	100%	100%	100%
Data	88.00%	94.00%	42.00%	70.00%	47.00%	29.00%	20.50%	14.30%	14.06%

Baseline: FFY 2005

FFY 2013 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target ≥	100%	100%	100%	100%	100%

Targets: Description of Stakeholder Input

In accordance with OSEP email correspondence to States dated December 22, 2015, the U.S. Department of Education is not requiring States to submit AMOs for school years 2014-2015 or 2015-2016 or to report performance against AMOs for the 2014-2015 or 2015-2016 school years. As a result, States will not be required to report on Indicator B3A for purposes of the FFY 2014 Part B SPP/APR and the FFY 2015 Part B SPP/APR. As additional information is received concerning the transition to the Every Student Succeeds Act (ESSA) and its requirements, the State will work through its existing frameworks to establish targets, report on statewide assessments, publish public reports, and provide stakeholder opportunities to meet ESSA's requirements to "establish ambitious State-designed long-term goals.....for all students and separately for each subgroup of students".

Stakeholder engagement has always been a part of Texas' process for developing statewide policies and standards. State standards are developed by a 15 member board who is publicly elected. They develop standards with input from educators, subject matter experts, and citizens.

As part of the ESEA Flexibility Request submitted to the U.S. Department of Education September 16, 2013, the Texas Education Agency (TEA) has solicited input and provided for meaningful engagement of teachers and other stakeholder groups, not only in preparing the flexibility request, but throughout the process of developing, adopting, and implementing the state's College and Career Ready Standards and assessment and accountability systems affecting graduation rates in Texas.

TEA provided local administrators and teachers with notice and the opportunity to comment on the flexibility request. In doing so, the state's usual procedures were followed, i.e., through a letter to all LEAs that was (1) posted on the

TEA website and (2) disseminated through TEA's "To the Administrator Addressed" electronic mail list server on September 6, 2012.

In addition, thousands of Texas educators have served on one or more of the educator committees involved in the development of the Texas assessment program. These committees represent the state geographically, ethnically, by gender, and by type and size of school district. They routinely include educators with knowledge of the needs of all students, including students with disabilities. TEA will continue to engage these stakeholders going forward as implementation of all aspects of the waiver proceeds.

TEA works with the 20 Education Service Centers and the Texas Center for District and School Support to share new federal requirements that are a result of the waiver.

FFY 2014 SPP/APR Data

Number of districts in the State	Number of districts that met the minimum "n" size	Number of districts that meet the minimum "n" size AND met AMO	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
1,231	*NA	*NA	*NA	*NA	*NA

*States are not required to report on Indicator B3A for purposes of the FFY 2014 Part B SPP/APR (due in February 2016) and the FFY 2015 Part B SPP/APR (due in February 2017).

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:

- reading and mathematics, grades 3–8
- writing at grades 4 and 7
- science at grades 5 and 8
- social studies at grade 8
- end-of-course (EOC) assessments for English I, English II, Algebra I, biology and U.S history.

Beginning in spring 2016, STAAR English III and Algebra II will be available for districts to administer as optional assessments.

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 met the STAAR Modified participation requirements. STAAR Modified included end-of-course (EOC) assessments and grades 3–8 assessments implemented during the 2011–2012 through 2013-2014 school years. The STAAR Modified assessment is no longer provided.

STAAR–Alternate 2

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 was redesigned and implemented beginning in the 2014-2015 school year. STAAR Alternate 2 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://tea.texas.gov/student.assessment/staar>.

Indicator 3B: Participation for Students with IEPs

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- D. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup.
- E. Participation rate for children with IEPs.
- F. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))

Historical Data

	Group Name	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013
Reading	A Overall	2005	Target \geq		95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
			Data	99.00%	98.00%	99.00%	99.00%	99.00%	99.00%	99.00%	99.00%	99.00%
Math	A Overall	2005	Target \geq		95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
			Data	99.00%	99.00%	99.00%	99.00%	99.00%	99.00%	99.00%	99.00%	*98.94%

Baseline: FFY 2005

*The FFY 2013 SPP/APR Data tables for Reading and Math were inverted and displayed incorrectly in the FFY 2013 SPP/APR report. These historical data percentages correctly identify the corresponding overall Reading and Math participation rates.

FFY 2014 - FFY 2018 Targets

	FFY	2014	2015	2016	2017	2018
Reading	A \geq Overall	95.00%	95.00%	95.00%	95.00%	95.00%
Math	A \geq Overall	95.00%	95.00%	95.00%	95.00%	95.00%

Targets: Description of Stakeholder Input

Targets are the same as the participation for students with IEPs rate targets under Title I of the ESEA, and included in Texas' Approved NCLB/ESEA Flexibility Waiver. As states transition from the ESEA to the implementation of the Every Student Succeeds Act (ESSA), discussion about participation targets and any necessary revision is expected to be part of the process.

Stakeholder engagement has always been a part of Texas' process for developing statewide policies and standards. State standards are developed by a 15 member board who is publicly elected. They develop standards with input from educators, subject matter experts, and citizens.

As part of the ESEA Flexibility Request submitted to the U.S. Department of Education September 16, 2013, the Texas Education Agency (TEA) has solicited input and provided for meaningful engagement of teachers and

other stakeholder groups, not only in preparing the flexibility request, but throughout the process of developing, adopting, and implementing the state's College and Career Ready Standards and assessment and accountability systems affecting graduation rates in Texas.

TEA provided local administrators and teachers with notice and the opportunity to comment on the flexibility request. In doing so, the state's usual procedures were followed, i.e., through a letter to all LEAs that was (1) posted on the TEA website and (2) disseminated through TEA's "To the Administrator Addressed" electronic mail list server on September 6, 2012.

In addition, thousands of Texas educators have served on one or more of the educator committees involved in the development of the Texas assessment program. These committees represent the state geographically, ethnically, by gender, and by type and size of school district. They routinely include educators with knowledge of the needs of all students, including students with disabilities. TEA will continue to engage these stakeholders going forward as implementation of all aspects of the waiver proceeds.

TEA works with the 20 Education Service Centers and the Texas Center for District and School Support to share new federal requirements that are a result of the waiver, and will continue this collaborative effort to ensure implementation of the new federal requirements found in the ESSA.

Data Source: SY 2014-15 Assessment Data Groups - Reading (EDFacts file spec C188; Data Group: 589)

Date: 12/18/2014

Reading assessment participation data by grade							
Grade	3	4	5	6	7	8	HS
a. Children with IEPs	33760	37046	39044	38379	36055	35065	101177
b. IEPs in regular assessment with no accommodations	7469	6194	4682	4532	4186	3786	22239
c. IEPs in regular assessment with accommodations	21040	25783	29458	29003	27278	26853	67450
d. IEPs in alternate assessment against grade-level standards	NA						
e. IEPs in alternate assessment against modified standards	NA						
f. IEPs in alternate assessment against alternate standards	4769	4596	4618	4304	4081	4039	6904

Data Source: SY 2014-15 Assessment Data Groups - Reading (EDFacts file spec C188; Data Group: 589)

Date: 12/18/2014

Math assessment participation data by grade							
Grade	3	4	5	6	7	8	HS
a. Children with IEPs	33743	37021	38934	38287	35801	34357	44389
b. IEPs in regular assessment with no accommodations	7071	5731	4273	3696	3082	2987	7922
c. IEPs in regular assessment with accommodations	21464	26294	29633	29819	28183	26806	31710
d. IEPs in alternate assessment against grade-level standards	NA						
e. IEPs in alternate assessment against modified standards	NA						
f. IEPs in alternate assessment against alternate standards	4767	4600	4620	4303	4084	4037	3584
g.							

FFY 2014 SPP/APR Data: Reading Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A Overall	320,526	313,264	97.63%	95.00%	97.73%

FFY 2014 SPP/APR Data: Math Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A Overall	262,532	258,666	98.94%	95.00%	98.53%

Reports on AMO results at the campus, district, and state levels can be found on the Texas Education Agency website at: <http://ritter.tea.state.tx.us/perfreport/account/>

Additional assessment results reporting can be found at: <http://tea.texas.gov/index2.aspx?id=2147497591> and <http://tea.texas.gov/student.assessment/results/>

Indicator 3C: Proficiency for Students with IEPs

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))

Historical Data

	Group Name	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013
Reading	A Overall	2014	Target \geq		60.00%	60.00%	67.00%	73.00%	80.00%	87.00%	75.00%	79.00%
			Data	66.00%	71.00%	62.00%	73.00%	77.00%	76.00%	63.00%	59.00%	59.21%
Math	A Overall	2014	Target \geq		50.00%	50.00%	58.00%	67.00%	75.00%	83.00%	75.00%	79.00%
			Data	65.00%	69.00%	50.00%	64.00%	70.00%	71.00%	59.00%	56.00%	60.74%

Baseline: * Re-baselined FFY 2014

FFY 2014 - FFY 2018 Targets

	FFY	2014	2015	2016	2017	2018
Reading	A \geq Overall	83.00%	87.00%	91.00%	95.00%	98.00%
Math	A \geq Overall	83.00%	87.00%	91.00%	95.00%	98.00%

*This indicator is re-baselined for FFY 2014 due to the elimination of the STAAR Modified state assessment. The elimination of the modified assessment option, required IEP changes to include students in other state assessments, significantly impacted the overall results for both Reading and Math proficiency scores that are not comparable to results of past administrations that included the modified assessment.

Targets: Description of Stakeholder Input

Targets are the same as the proficiency for students with IEPs rate targets under the current Title I of the Elementary and Secondary Education Act (ESEA), and included in Texas' Approved NCLB/ESEA Flexibility Waiver. As states transition from the ESEA to the implementation of the Every Student Succeeds Act (ESSA), discussion about proficiency targets and any necessary revision is expected to be part of the process.

Stakeholder engagement has always been a part of Texas' process for developing statewide policies and standards. State standards are developed by a 15 member board who is publicly elected. They develop standards with input from educators, subject matter experts, and citizens.

As part of the ESEA Flexibility Request submitted to the U.S. Department of Education September 16, 2013, the Texas Education Agency (TEA) has solicited input and provided for meaningful engagement of teachers and other stakeholder groups, not only in preparing the flexibility request, but throughout the process of developing, adopting, and implementing the state's College and Career Ready Standards and assessment and accountability systems affecting graduation rates in Texas.

TEA provided local administrators and teachers with notice and the opportunity to comment on the flexibility request. In doing so, the state's usual procedures were followed, i.e., through a letter to all LEAs that was (1) posted on the TEA website and (2) disseminated through TEA's "To the Administrator Addressed" electronic mail list server on September 6, 2012.

In addition, thousands of Texas educators have served on one or more of the educator committees involved in the development of the Texas assessment program. These committees represent the state geographically, ethnically, by gender, and by type and size of school district. They routinely include educators with knowledge of the needs of all students, including students with disabilities. TEA will continue to engage these stakeholders going forward as implementation of all aspects of the waiver proceeds.

TEA works with the 20 Education Service Centers and the Texas Center for District and School Support to share new federal requirements that are a result of the waiver, and will continue this collaborative effort to ensure implementation of the new federal requirements found in the ESSA.

Data Source: SY 2014-15 Assessment Data Groups - Reading (EDFacts file spec C178; Data Group: 584)

Date: 12/18/2014

Reading proficiency data by grade							
	3	4	5	6	7	8	HS
a. Children with IEPs who received a valid score and a proficiency was assigned	33278	36573	38758	37839	35545	34678	96593
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	5186	4161	3871	2938	2332	2653	9168
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	5735	5954	10898	5699	4545	9279	14984
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level	NA						
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level	NA						
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	3904	3768	3783	3488	3322	3345	5901

Data Source: SY 2014-15 Assessment Data Groups - Math (EDFacts file spec C175; Data Group: 583)

Date: 12/18/2014

Math proficiency data by grade							
	3	4	5	6	7	8	HS
a. Children with IEPs who received a valid score and a proficiency was assigned	33302	36625	38526	37818	35349	33830	43216
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	5219	4054	3200	2490	1719	1688	3798
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	6204	5874	8570	8225	5671	6016	9921
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level	NA						
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level	NA						
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	4133	4038	3981	3764	3558	3277	2974

FFY 2014 SPP/APR Data: Reading Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A Overall	313264	114914	59.21%	83.00%	36.68%

FFY 2014 SPP/APR Data: Math Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A Overall	258666	98374	60.74%	83.00%	38.03%

Public Reporting Information

Reports on AMO results at the campus, district, and state levels can be found on the Texas Education Agency website at <http://ritter.tea.state.tx.us/perfreport/account/>.

Additional assessment results reporting can be found at <http://tea.texas.gov/index2.aspx?id=2147497591> and <http://tea.texas.gov/student.assessment/results/>.

Performance rates calculated for the federal accountability safeguard system are the disaggregated performance rates for Reading/English language arts and Mathematics subjects only. As described in the approved NCLB waiver, the performance rate targets are set at 83% for the 2014-15 school year for each student group evaluated. The targets for participate rates, graduation rates, and limits on use of STAAR Alternate are the same targets used for the 2014 state accountability system safeguards which are aligned to federal requirements. Note that the federal accountability system safeguards apply the same AMO targets to all districts and campuses, including charter districts and alternative education campuses. The STAAR Modified assessment is no longer provided.

The State did not meet its established target rate in the approved NCLB waiver of 83% for the 2014-15 school year. Due to the elimination of the STAAR Modified, students formerly assessed with STAAR Modified generally took the STAAR/STAAR A, and newly designed STAAR Alternate 2. The elimination of this testing option required IEP changes and IEP team decisions to include students in other state assessment offerings. Given that empirical data suggests a minimal 2-3 year rate adjustment when changes in assessments or standards have occurred in the State, slippage was not unexpected to stakeholders. Stakeholders insist that although this rate adjustment appears significant, the State's reliance on and commitment to high curriculum standards and student achievement expectations will produce significant recovery and gains that will allow targets to remain in alignment with existing standards indicative of performance level bands established in the State's [Performance Based Analysis System \(PBMAS\)](#), and within any new requirements under then new [Every Student Succeeds Act \(ESSA\)](#).

Indicator 4A: Suspension/Expulsion

Monitoring Priority: FAPE in the LRE

Results indicator: 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; and
- 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))

Historical Data

FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≤		0%	0%	0%	0%	0%	0%	0%	0%
Data	4.60%	4.70%	1.06%	1.06%	0.50%	1.00%	0.50%	0.24%	0.16%

Baseline: FFY 2005

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target ≤	0%	0%	0%	0%	0%

Targets: Description of Stakeholder Input

Specific to setting targets in the SPP and revisions to those targets, the Texas Continuous Improvement Steering Committee (TCISC) serves as the work group tasked with advisement to these as well as other topics such as general supervision, monitoring, infrastructure, intervention, and improvement activities. The TCISC was newly formed in spring of 2014 and combined two former groups specific to state supervision and target setting. The TCISC includes 30 members representing the previously identified key perspectives or roles. This group also provides key stakeholder input and continuing work for the State Systemic Improvement Plan (SSIP), and meets as needed three to four times per year.

The Texas Continuing Advisory Committee (CAC) consists of 17 governor-appointed members from around the state representing parents, general and special educators, consumers, and teacher educators. A majority of the members of the CAC must be individuals with disabilities or parents of children with disabilities. Members of the committee are appointed for staggered four-year terms with the terms of eight or nine members expiring on February 1 of each odd-numbered year. This group provides policy guidance with respect to special education and related services for children with disabilities in Texas and specifically advises TEA of unmet needs; comments publicly on any rules or regulations proposed by the state; advises TEA in developing evaluations and reporting on data to the Secretary of Education under Section 1418 of the IDEA 20 §1418; advises TEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of IDEA; and advises TEA in developing and implementing policies relating to the coordination of services for children with disabilities.

Both of these organized stakeholder groups provide feedback relative to the monitoring priority: FAPE in the LRE and specific to rates of suspension and expulsion as measured in this indicator.

TEA analyzes information reported from all public input sources in order to identify trends for guiding improvement planning within the State.

FFY 2014 SPP/APR Data

Number of districts that have a significant discrepancy	Number of districts in the State	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
3	1,231	0.16%	0%	0.24%

State’s definition of “significant discrepancy” and methodology

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

Minimum “n” Size Requirements

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

1106 districts were excluded from the analysis based on the state established minimum “n” size requirements.

A detailed description of the updated methodology used for Indicator 4A can be found on the TEA website at <http://tea.texas.gov/index2.aspx?id=2147497587>.

Review of Policies, Procedures, and Practices (completed in FFY 2014 using 2013-2014 data)

Description of review

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

Upon the completion of this self-assessment of policies and procedures, districts were required to submit an assurance statement affirming that its policies, procedures, and practices were in compliance with federal regulations and state rules related to the discipline of students with disabilities. These processes were then monitored by one of the State’s Educational Service Centers under the direction of TEA, and results were subsequently reviewed by TEA staff.

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

Correction of Findings of Noncompliance Identified in FFY 2013

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

Indicator 4B: Suspension/Expulsion

Monitoring Priority: FAPE in the LRE

Compliance indicator: 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; and
- 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))

Historical Data

FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target		0%	0%	0%	0%	0%	0%	0%	0%
Data					0%	0%	0%	0%	0%

Baseline: FFY 2009

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%

FFY 2014 SPP/APR Data

Number of districts that have a significant discrepancy, by race or ethnicity	Number of those districts that have policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
11	0	1,231	0%	0%	0%

State's definition of "significant discrepancy" and methodology

The State's definition of significant discrepancy is any district exceeding the 3.47 rate difference threshold. Comparison groups consist of district-level data.

Minimum "n" Size Requirement

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

1088 districts were excluded from the analysis based on the state established minimum "n" size requirement.

A detailed description of the methodology used for Indicator 4B can be found on the TEA website at <http://tea.texas.gov/index2.aspx?id=2147497587>.

Review of Policies, Procedures, and Practices (completed in FFY2014 using 2013-2014 data)

Description of review

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

Upon the completion of this self-assessment of policies and procedures, districts were required to submit an assurance statement affirming that its policies, procedures, and practices were in compliance with federal regulations and state rules related to the discipline of students with disabilities. These processes were then monitored by one of the State's Educational Services Centers under the direction of TEA, and results were subsequently reviewed by TEA staff.

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

Correction of Findings of Noncompliance Identified in FFY 2013

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

Indicator 5: Education Environments (children 6-21)

Monitoring Priority: FAPE in the LRE

Results indicator: 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))

Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013
A	2005	Target \geq		55.60%	55.66%	66.00%	68.00%	68.00%	68.00%	68.00%	66.00%
		Data	56.00%	58.90%	64.20%	67.00%	67.00%	67.01%	67.00%	66.00%	66.17%
B	2005	Target \leq		11.90%	11.95%	11.00%	10.00%	10.00%	10.00%	10.00%	14.50%
		Data	12.60%	12.34%	11.90%	12.00%	12.55%	12.78%	13.00%	14.00%	13.93%
C	2005	Target \leq		1.27%	1.27%	1.00%	1.00%	1.00%	1.00%	1.00%	1.30%
		Data	1.30%	1.22%	1.20%	1.00%	1.23%	1.20%	1.00%	1.00%	1.19%

Baseline: FFY 2005

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target A \geq	66.50%	67.00%	67.50%	68.00%	68.00%
Target B \leq	14.00%	13.50%	13.00%	12.50%	12.00%
Target C \leq	1.30%	1.30%	1.30%	1.30%	*1.29%

Targets: Description of Stakeholder Input

Specific to setting targets in the SPP and revisions to those targets, the Texas Continuous Improvement Steering Committee (TCISC) serves as the work group tasked with advisement to these as well as other topics such as general supervision, monitoring, infrastructure, intervention, and improvement activities. The TCISC was newly formed in spring of 2014 and combined two former groups specific to state supervision and target setting. The TCISC includes 30 members representing the previously identified key perspectives or roles. This group also provides key stakeholder input and continuing work for the State Systemic Improvement Plan (SSIP), and meets as needed three to four times per year.

The Texas Continuing Advisory Committee (CAC) consists of 17 governor-appointed members from around the state representing parents, general and special educators, consumers, and teacher educators. A majority of the members of the CAC must be individuals with disabilities or parents of children with disabilities. Members of the committee are appointed for staggered four-year terms with the terms of eight or nine members expiring on February 1 of each odd-numbered year. This group provides policy guidance with respect to special education and related services for

children with disabilities in Texas and specifically advises TEA of unmet needs; comments publicly on any rules or regulations proposed by the state; advises TEA in developing evaluations and reporting on data to the Secretary of Education under Section 1418 of the IDEA 20 §1418; advises TEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of IDEA; and advises TEA in developing and implementing policies relating to the coordination of services for children with disabilities.

Both of these organized stakeholder groups provide feedback relative to the monitoring priority: FAPE in the LRE and specific to children ages 6 to 21 with IEPS and the percent of the day served inside the regular class or in separate schools, residential facilities, or homebound/hospital placements.

Stakeholders recommended progressive targets for Indicators 5A and 5B towards increasing the percentage of children ages 6 to 21 with IEPS inside the regular class 80% or more of the day, decreasing the percentage of children ages 6 to 21 with IEPs inside the regular class less than 40% of the day.

Specific to Indicator 5C, stakeholders were concerned with progressing the target any lower than what longitudinal trends and other comparative research results revealed. Texas has maintained a fairly stable rate of students in separate schools, residential facilities, or homebound/hospital placements since FFY 2005 ranging from a high of 1.3% to a low of 1% which represents annually less than 5,000 students in the State. Data analysis revealed the majority of the students in this data group are students in homebound or hospital settings. The national average for all U.S. states and outlying areas in 2011 was 3.72%. Comparative research against other state data revealed Texas ranks in the top 10% of states for the rate of students in these educational environments. Stakeholders cautioned against progressively lowering the target any further, as this may adversely affect the availability for a continuum of placement to some of the State's most vulnerable and fragile students included in these settings.

The recommendation from stakeholders identified 1.3% as the acceptable target and ceiling for which not to exceed in Indicator 5C, and to maintain this target from FFY 2013-FFY 2018. The State accepted this recommendation and agreed that the current State data represents an appropriate percentage of students identified in these settings, and any downward progression of the target toward 0% would potentially impact IEP team decisions and possibly limit access for students to a full continuum of placements.*

TEA analyzes information reported from all public input sources in order to identify trends for guiding improvement planning within the State. The State has revised its Targets through the FFY 2018.

*To meet OSEP criteria for 2018 target to be below the identified baseline, FFY 2018 target was revised during clarification in April 2015.

Source	Date	Description	Data
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	6/4/2015	<u>Total number of children with IEPs aged 6 through 21</u>	408,969
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/2/2015	<u>A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day</u>	276,181
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/2/2015	<u>B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day</u>	58,316
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/2/2015	<u>c1. Number of children with IEPs aged 6 through 21 in separate schools</u>	2,118
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/2/2015	<u>c2. Number of children with IEPs aged 6 through 21 in residential facilities</u>	674
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/2/2015	<u>c3. Number of children with IEPs aged 6 through 21 in homebound/hospital placements</u>	2,191

FFY 2014 SPP/APR Data

	Number of children with IEPs aged 6 through 21 served	Total number of children with IEPs aged 6 through 21	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	276,181	408,969	66.17%	66.50%	67.53%
B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	58,316	408,969	13.93%	14.00%	14.26%
C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	4,983	408,969	1.19%	1.30%	1.22%

Indicator 6: Preschool Environments

Monitoring Priority: FAPE in the LRE

Results indicator: 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))

Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013
A	2011	Target \geq								30.00%	31.00%
		Data							22.00%	31.00%	31.48%
B	2011	Target \leq								17.00%	17.50%
		Data							20.00%	17.00%	16.59%

Baseline: FFY 2011

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target A \geq	31.50%	32.00%	32.50%	33.00%	33.00%
Target B \leq	17.00%	16.50%	16.00%	15.50%	15.00%

Targets: Description of Stakeholder Input

Specific to setting targets in the SPP and revisions to those targets, the Texas Continuous Improvement Steering Committee (TCISC) serves as the work group tasked with advisement to these as well as other topics such as general supervision, monitoring, infrastructure, intervention, and improvement activities. The TCISC was newly formed in spring of 2014 and combined two former groups specific to state supervision and target setting. The TCISC includes 30 members representing the previously identified key perspectives or roles. This group also provides key stakeholder input and continuing work for the State Systemic Improvement Plan (SSIP), and meets as needed three to four times per year.

The Texas Continuing Advisory Committee (CAC) consists of 17 governor-appointed members from around the state representing parents, general and special educators, consumers, and teacher educators. A majority of the members of the CAC must be individuals with disabilities or parents of children with disabilities. Members of the committee are appointed for staggered four-year terms with the terms of eight or nine members expiring on February 1 of each odd-numbered year. This group provides policy guidance with respect to special education and related services for children with disabilities in Texas and specifically advises TEA of unmet needs; comments publicly on any rules or regulations proposed by the state; advises TEA in developing evaluations and reporting on data to the Secretary of Education under Section 1418 of the IDEA 20 §1418; advises TEA in developing corrective action plans to address

findings identified in federal monitoring reports under Part B of IDEA; and advises TEA in developing and implementing policies relating to the coordination of services for children with disabilities.

Both of these organized stakeholder groups provide feedback relative to the monitoring priority: FAPE in the LRE and specific to children ages 3 to 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; and separate special education classes, separate schools, or residential facilities.

TEA analyzes information reported from all public input sources in order to identify trends for guiding improvement planning within the State.

Source	Date	Description	Data
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/2/2015	<u>Total number of children with IEPs aged 3 through 5</u>	42,654
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/2/2015	<u>a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program</u>	13,065
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/2/2015	<u>b1. Number of children attending separate special education class</u>	6,747
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/2/2015	<u>b2. Number of children attending separate school</u>	59
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/2/2015	<u>b3. Number of children attending residential facility</u>	3

FFY 2014 SPP/APR Data

	Number of children with IEPs aged 3 through 5	Total number of children with IEPs aged 3 through 5	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	13,065	42,654	31.48%	31.50%	30.63%
B. Separate special education class, separate school or residential facility	6,809	42,654	16.59%	17.00%	15.96%

Indicator 7: Preschool Outcomes

Monitoring Priority: FAPE in the LRE

Results indicator: 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); and
- C. Use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013
A1	2008	Target					69.00%	70.00%	79.00%	79.00%	81.00%
		Data				73.40%	78.00%	79.00%	81.20%	81.70%	82.64%
A2	2008	Target					58.00%	59.00%	61.00%	61.00%	61.00%
		Data				62.20%	63.00%	61.00%	62.10%	61.80%	60.82%
B1	2008	Target					68.00%	69.00%	80.00%	80.00%	81.00%
		Data				67.00%	79.00%	80.00%	80.80%	81.20%	81.83%
B2	2008	Target					54.00%	55.00%	57.00%	57.00%	57.00%
		Data				52.00%	59.00%	57.00%	58.70%	57.90%	57.03%
C1	2008	Target					63.00%	64.00%	81.00%	81.00%	81.00%
		Data				72.50%	80.00%	81.00%	82.70%	82.70%	83.98%
C2	2008	Target					66.00%	67.00%	72.00%	72.00%	72.00%
		Data				73.60%	75.00%	72.00%	73.10%	73.20%	72.84%

Baseline: FFY 2008

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target A1 ≥	82.00%	83.00%	84.00%	84.00%	85.00%
Target A2 ≥	61.00%	62.00%	62.00%	63.00%	63.00%
Target B1 ≥	82.00%	83.00%	84.00%	84.00%	85.00%
Target B2 ≥	57.00%	57.00%	58.00%	58.00%	58.00%
Target C1 ≥	82.00%	83.00%	84.00%	84.00%	85.00%
Target C2 ≥	72.00%	73.00%	73.00%	74.00%	74.00%

Targets: Description of Stakeholder Input

Specific to setting targets in the SPP and revisions to those targets, the Texas Continuous Improvement Steering Committee (TCISC) serves as the work group tasked with advisement to these as well as other topics such as general supervision, monitoring, infrastructure, intervention, and improvement activities. The TCISC was newly formed in spring of 2014 and combined two former groups specific to state supervision and target setting. The TCISC includes 30 members representing the previously identified key perspectives or roles. This group also provides key stakeholder input and continuing work for the State Systemic Improvement Plan (SSIP), and meets as needed three to four times per year.

The Texas Continuing Advisory Committee (CAC) consists of 17 governor-appointed members from around the state representing parents, general and special educators, consumers, and teacher educators. A majority of the members of the CAC must be individuals with disabilities or parents of children with disabilities. Members of the committee are appointed for staggered four-year terms with the terms of eight or nine members expiring on February 1 of each odd-numbered year. This group provides policy guidance with respect to special education and related services for children with disabilities in Texas and specifically advises TEA of unmet needs; comments publicly on any rules or regulations proposed by the state; advises TEA in developing evaluations and reporting on data to the Secretary of Education under Section 1418 of the IDEA 20 U.S.C. §1418; advises TEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of IDEA; and advises TEA in developing and implementing policies relating to the coordination of services for children with disabilities.

Both of these organized stakeholder groups provide feedback relative to the monitoring priority: FAPE in the LRE and specific to children ages 3-5 with IEPS and the percent who demonstrate improved positive social-emotional skills (including social relationships); acquisition and use of knowledge and skills (including early language/communication and early literacy); and use of appropriate behaviors to meet their needs.

TEA analyzes information reported from all public input sources in order to identify trends for guiding improvement planning within the State.

Targets were analyzed against state and national data trends and established to keep in line with both but continue to move in a positive direction. Additionally, in making target projections, consideration was given to existing and anticipated projects that will continue to improve results for children with disabilities.

FFY 2014 SPP/APR Data

Number of preschool children aged 3 through 5 with IEPS assessed	14,216
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Outcome A: Positive social-emotional skills (including social relationships)

	Number of Children
a. Preschool children who did not improve functioning	104
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1,591
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	3,924
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	5,312
e. Preschool children who maintained functioning at a level comparable to same-aged peers	3,285

	Numerator	Denominator	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, 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)	9236	10931	82.64%	82.00%	84.49%
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. (d+e)/(a+b+c+d+e)	8597	14216	60.82%	61.00%	60.47%

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

	Number of Children
a. Preschool children who did not improve functioning	102
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1,853
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	4,211
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	5,565
e. Preschool children who maintained functioning at a level comparable to same-aged peers	2,485

	Numerator	Denominator	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
B1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome B, 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)	9,776	11,731	81.83%	82.00%	83.33%
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. (d+e)/(a+b+c+d+e)	8,050	14,216	57.03%	57.00%	56.63%

Outcome C: Use of appropriate behaviors to meet their needs

	Number of Children
a. Preschool children who did not improve functioning	102
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1,252
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	2,634
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	5,250
e. Preschool children who maintained functioning at a level comparable to same-aged peers	4,978

	Numerator	Denominator	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
C1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome C, 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)	7,884	9,238	83.98%	82.00%	85.34%
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. (d+e)/(a+b+c+d+e)	10,228	14,216	72.84%	72.00%	71.95%

In FFY 2014, districts reported progress data on 14,216 students participating in a Preschool Program for Children with Disabilities (PPCD) who met the State's entry and exit level definitions. This reflected an increase of 463 children from the previous reporting year. Progress data is only reported on children who received at least 6 months in a preschool program for children with disabilities (PPCD). The data indicated that an increased number of preschool children entering below age expectation increased their rate of growth in all three outcomes by the time they exited the program.

The State reported increases in performance for Summary Statement 1 for 7A, 7B, and 7C, and a slight decrease for Summary Statement 2 for 7A, 7B, and 7C.

Indicator 8: Parent involvement

Monitoring Priority: FAPE in the LRE

Results indicator: 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))

Historical Data

FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≥		70.00%	73.00%	75.00%	75.00%	76.00%	76.00%	76.00%	78.00%
Data	70.00%	69.00%	72.40%	75.00%	75.00%	77.00%	77.00%	78.00%	80.01%

Baseline: FFY 2005

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target ≥	79.00%	79.00%	80.00%	80.00%	81.00%

Targets: Description of Stakeholder Input

Region 9 ESC coordinates the statewide Texas Survey of Parents of Students Receiving Special Education Services as part of the State Performance Plan Indicator 8: Parent Involvement report. Through contract with NuStats Research Center, the survey is conducted each spring. Data collected from these results are presented in the SPP/APR the following February; to stakeholders throughout the state via web access at <http://www.texasparent.org/>; and to specific committees tasked with target setting advisement.

Specific to setting targets in the SPP and revisions to those targets, the Texas Continuous Improvement Steering Committee (TCISC) serves as the work group tasked with advisement to these as well as other topics such as general supervision, monitoring, infrastructure, intervention, and improvement activities. The TCISC was newly formed in spring of 2014 and combined two former groups specific to state supervision and target setting. The TCISC includes 30 members representing the previously identified key perspectives or roles. This group also provides key stakeholder input and continuing work for the State Systemic Improvement Plan (SSIP), and meets as needed three to four times per year.

The Texas Continuing Advisory Committee (CAC) consists of 17 governor-appointed members from around the state representing parents, general and special educators, consumers, and teacher educators. A majority of the members of the CAC must be individuals with disabilities or parents of children with disabilities. Members of the committee are appointed for staggered four-year terms with the terms of eight or nine members expiring on February 1 of each odd-numbered year. This group provides policy guidance with respect to special education and related services for children with disabilities in Texas and specifically advises TEA of unmet needs; comments publicly on any rules or regulations proposed by the state; advises TEA in developing evaluations and reporting on data to the Secretary of Education under Section 1418 of the IDEA 20 U.S.C. §1418; advises TEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of IDEA; and advises TEA in developing and implementing policies relating to the coordination of services for children with disabilities.

Both of these organized stakeholder groups provide feedback relative to the monitoring priority: FAPE in the LRE and specific to the 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.

TEA analyzes information reported from all public input sources in order to identify trends for guiding improvement planning within the State.

Sampling Procedure

Each year, one-sixth of the Texas school districts are selected to participate in the study, ensuring each district of 50,000 students or less is included once in the six year cycle. Districts with 50,000 or greater students are included in the study each year. The survey is offered in English and Spanish, and as a web or online survey, in order to encourage as many parents as possible to complete the survey. Eligible participants are selected based on specific demographic characteristics of their child, such as ethnicity, eligible disability category, and grade level. The research is focused on: communication between schools, teachers and parents; school climate; teacher's involvement with parents of their students; and parent's involvement with their child's education.

To select districts and campuses, a sampling matrix that considered geographic area, district size, and student demographics was developed. The sample for the spring 2015 (and samples for annual surveys for future distribution) was derived from this matrix. In large districts (those enrolling more than 50,000 students), a further sample of campuses was selected. Selecting campuses within the larger districts facilitated the distribution of surveys so that campuses would not receive only one or two parent surveys. A list of all districts and campuses sampled each year is maintained to ensure that all districts (and campuses within the larger districts) are included in the survey during the six-year cycle. For the spring 2015 survey, 2,498 campuses within 202 districts were included in the final sample of eligible schools. Note that districts with fewer than 10 listed students receiving special education services were not included in the final sample due to privacy concerns. To reduce the burden on school staff members, every participating campus received a maximum of 20 surveys.

Once the districts and campuses were selected, a sample of students was drawn based on data provided by the Texas Education Agency (TEA) from the Public Education Information Management System (PEIMS) database. Students were selected from the 2014–2015 school year to ensure the most recent data for identifying students' campuses. NuStats entered into a confidentiality agreement with TEA to protect the identity of students. Following all analyses, data sets containing personally identifiable data were destroyed and/or overwritten. The final database includes information regarding student grade level, gender, ethnicity, and eligibility (formerly disability) category. Students were then selected according to a sampling framework that considered these variables proportionately from the various campuses/districts. From this process, 18,550 students were selected to be included in the spring sample. To increase the return rates for smaller incidence eligibility categories, over- and under-sampling were used. For example, while students with a learning disability constitute about 36 percent of the state population, they were included at about 31 percent in the sampling framework.

Letters were sent to district superintendents and special education directors informing them of the purpose of the survey. Approximately one month after the letters were distributed, surveys were sent bundled by campus to the districts included in the survey. Each package included the surveys and instructions to the campus contact person outlining methods for distributing the surveys. These surveys were to be completed by the parent or guardian of the students listed on the return envelopes.

Each campus was asked to distribute the surveys to parents. Campuses were allowed to select their own method—sent home with the student, hand-delivered, or mailed to the student's home. To ease the burden on campuses of distribution of surveys, parents of all students received packets where both English and Spanish versions were included. Additional surveys in English and Spanish were made available by request.

Each parent received an envelope with the child's name, a letter of instruction, the survey, and a return (postage-paid) envelope. For questions, phone numbers were provided for Region 9, TEA, and NuStats. Survey assistance

was available in both English and Spanish. Parents were asked to return the surveys by early June 2015. Surveys received through mid-June 2015 were included in the analyses.

All surveys returned in a postage-paid, self-addressed envelope, were examined—surveys that were not scan able (torn, smudged) were separated and recoded onto new sheets. Web surveys were merged with the mail surveys into one database. All primary data analysis was conducted using SPSS, with some supplemental analysis using Microsoft Excel. Open-ended comments received by parents and principals were coded. Responses were analyzed by question and clustered into various themes.

FFY 2014 SPP/APR Data

Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	Total number of respondent parents of children with disabilities	FFY 201 Data*	FFY 2014 Target*	FFY 2014 Data
2,672	3,298	80.01%	79.00%	81.02%

The State included school age and preschool survey results jointly in the statewide survey results. The final database includes information regarding student grade level, gender, ethnicity, and eligibility (formerly *disability*) category and the sampling framework considered the school age and preschool variables proportionately from the various campuses/districts.

Survey Demographics

Categories		Surveys Analyzed n. 3,298	Initial Sample n. 18,550	State Special Education**
Ethnicity	African American	19.2%	24.3%	16.4%
	Hispanic	49.3%	49.5%	48.8%
	White	26.3%	21.7%	30.8%
	Other	5.2%	4.5%	4.0%
Gender	Male	67.6%	68.2%	67.1%
	Female	32.3%	31.8%	32.9%
Disability	Learning Disability	25.7%	29.9%	36.9%
	Speech	24.3%	23.6%	20.0%
	Other Health Impaired	12.6%	12.8%	12.9%
	Autism	15.5%	12.8%	10.2%
	Intellectual Disability	11.3%	10.1%	9.1%
	Other	10.5%	10.7%	10.8%
Grade Span	Elementary (including PK/Kindergarten/EE)	54.0%	49.0%	39%
	Middle (5-8)	29.4%	31.2%	33%
	High (9-12)	16.7%	19.8%	28%
Economic Disadvantage	Yes	63.1%	67.7%	66.3%
	No	36.9%	32.3%	33.7%

Demographic information of students whose parents completed surveys by categories including ethnicity, gender, disability, grade span, and economic disadvantaged are represented in the table above. In general, the percentages

returned mirror the sample distributions. Deliberate over- and under-sampling were utilized to try and match return percentages to state distributions based on previous surveys. Of the 202 districts included in the original mailing, 178 were included in the analyses. Surveys from the remaining districts may have been received after the survey return due date, preventing them from being processed in time to be included in the analysis. In some cases, students may have left the district after the PEIMS data collection in fall 2014.

The spring 2015 parent survey included 18,550 parents, from which NuStats received 2,918 returned surveys via mail, and 380 completed surveys via web, for a total of 3,298. Not all questions were completed within each survey. Therefore the number of respondent parents of children with disabilities indicated in the FFY 2014 SPP/APR data fields are reflective of the averaged total number of question by question results and respondents.

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

Indicator 9: Disproportionate Representations

Monitoring Priority: Disproportionate Representations

Compliance indicator: 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))

Historical Data

FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target		0%	0%	0%	0%	0%	0%	0%	0%
Data	2.00%	0.16%	0%	0%	0%	0%	0%	0%	0%

Baseline: FFY 2005

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%

FFY 2014 SPP/APR Data

Number of districts with disproportionate representation of racial and ethnic groups in special education and related services	Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	Number of districts in the State	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
9	0	1,231	0%	0%	0%

Definition and Methodology

The State's definition of disproportionate representation is described by its methodology for identifying local educational agencies (LEAs) with disproportionate representation of students with disabilities by race or ethnicity.

In order for an LEA to be included in the annual analysis for Indicator 9, they must meet all of the following conditions:

- total number of 100 students or more
- at least 40 students, ages 6-21, receiving special education services (as a whole) and the special education population cannot exceed 40% of the total population
- at least 30 students of a race or ethnicity population, that comprises at least 10% of the total student population

Based on this minimum "n" size requirement, a total of 579 districts were excluded from the calculation.

The method by which this identification is calculated utilizes a risk difference model. Risk difference compares the sizes of two risks by subtracting the risk for a comparison group from the risk for a specific racial or ethnic group. A

risk difference of 0.00 indicates no difference between the risks. A positive risk difference indicates that the risk for the racial/ethnic group is greater than the risk for the comparison group. The State determines a threshold based on the distribution analysis of the risk difference data for all eligible districts. **An LEA is considered disproportionate in representation of students with disabilities by race or ethnicity if they fall above the positive threshold.** Based on multiple year data, a distribution analysis has yielded a threshold of 11.95 at the 99 percentile.

For FFY 2014, 9 districts exceeded this threshold. The 9 identified districts were required, through a self-assessment, to review policies, procedures, and practices related to the identification of students with disabilities to ensure compliance with 34 CFR §§300.111, 300.201, and 300.301 through 300.311.

Upon the completion of this self-assessment, districts were required to submit a written assurance statement affirming that its policies, procedures, and practices were in compliance with federal regulations and state rules related to the identification of students with disabilities. These processes were then analyzed by one of the State's Educational Services Centers under the direction of TEA.

All 9 districts submitted assurance statements reflecting compliance with policies, procedures, and practices, and a review of the data by the State did not reveal any noncompliance.

Correction of Findings of Noncompliance Identified in FFY 2013

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

There were no identified findings of noncompliance in FFY 2013.

Indicator 10: Disproportionate Representations in Specific Disability Categories

Monitoring Priority: Disproportionate Representations

Compliance indicator: 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))

Historical Data

FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target		0%	0%	0%	0%	0%	0%	0%	0%
Data	2.00%	0.16%	0%	0%	0%	0%	0%	0%	0%

Baseline: FFY 2005

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%

FFY 2014 SPP/APR Data

Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	Number of districts in the State	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
12	0	1,231	0%	0%	0%

Definition and Methodology

The State's definition of disproportionate representation is described by its methodology for identifying local educational agencies (LEAs) with disproportionate representation of students with disabilities by race or ethnicity.

In order for an LEA to be included in the annual analysis for Indicator 10, they must meet all of the following conditions:

- total number of 100 students or more
- at least 40 students, ages 6-21, receiving special education services (as a whole) and the special education population cannot exceed 40% of the total population
- at least 30 students of a race or ethnicity population, that comprises at least 10% of the total student population
- at least 10 students of a race or ethnicity population in a specific disability

Based on this minimum "n" size requirement, a total of 674 districts were excluded from the calculation.

The method by which this identification is calculated utilizes a risk difference model. Risk difference compares the sizes of two risks by subtracting the risk for a comparison group from the risk for a specific racial or ethnic group. A risk difference of 0.00 indicates no difference between the risks. A positive risk difference indicates that the risk for the racial/ethnic group is greater than the risk for the comparison group. The State determines a threshold based on the distribution analysis of the risk difference data for all eligible districts. **An LEA is considered disproportionate in representation of students with disabilities by race or ethnicity if they fall above the positive threshold.** Based on multiple year data, a distribution analysis has yielded a threshold of 7.34 at the 99 percentile.

For FFY 2014, 12 districts exceeded this threshold. The 12 identified districts were required, through a self-assessment, to review policies, procedures, and practices related to the identification of students with disabilities to ensure compliance with 34 CFR §§300.111, 300.201, and 300.301 through 300.311.

Upon the completion of this self-assessment, districts were required to submit a written assurance statement affirming that its policies, procedures, and practices were in compliance with federal regulations and state rules related to the identification of students with disabilities. These processes were then analyzed by one of the State's Educational Services Centers under the direction of TEA.

All 12 districts submitted assurance statements reflecting compliance with policies, procedures, and practices, and a review of the data by the State did not reveal any noncompliance.

Correction of Findings of Noncompliance Identified in FFY 2013

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

There were no identified findings of noncompliance in FFY 2013.

Indicator 11: Child Find

Monitoring Priority: Effective General Supervision Part B / Child Find

Compliance indicator: 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))

Historical Data

FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target		100%	100%	100%	100%	100%	100%	100%	100%
Data			89.19%	94.19%	96.00%	98.00%	98.80%	98.30%	98.94%

Baseline: FFY 2007

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%

FFY 2014 SPP/APR Data

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
77,084	76,740	98.94%	100%	99.55%

Number of children included in (a), but not included in (b) [a-b]	344
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State Timeline for Initial Evaluation

The State's timeline for initial evaluations is specified in the Texas Administrative Code (TAC) Title 19 Chapter 89, Adaptations for Special Populations

Subchapter AA, Commissioner's Rules Concerning Special Education Services, and specifically in:

19 TAC §89.1011 Full and Individual Initial Evaluation

(a) Referral of students for a full individual and initial evaluation for possible special education services must be a part of the district's overall, general education referral or screening system. Prior to referral, students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial; remedial; compensatory; response to scientific, research-based intervention; and other academic or behavior support services. If the student continues to experience difficulty in the general classroom after the provision of interventions, district personnel must refer the student for a full individual and initial evaluation. This referral for a full individual and initial evaluation may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student.

(b) If a parent submits a written request to a school district's director of special education services or to a district administrative employee for a full individual and initial evaluation of a student, the school district must, not later than the 15th school day after the date the district receives the request:

(1) provide the parent with prior written notice of its proposal to conduct an evaluation consistent with 34 Code of Federal Regulations (CFR), §300.503; a copy of the procedural safeguards notice required by 34 CFR, §300.504; and an opportunity to give written consent for the evaluation; or

(2) provide the parent with prior written notice of its refusal to conduct an evaluation consistent with 34 CFR, §300.503, and a copy of the procedural safeguards notice required by 34 CFR, §300.504.

(c) Except as otherwise provided in this section, a written report of a full individual and initial evaluation of a student must be completed as follows:

(1) not later than the 45th school day following the date on which the school district receives written consent for the evaluation from the student's parent, except that if a student has been absent from school during that period on three or more school days, that period must be extended by a number of school days equal to the number of school days during that period on which the student has been absent; or

(2) for students under five years of age by September 1 of the school year and not enrolled in public school and for students enrolled in a private or home school setting, not later than the 45th school day following the date on which the school district receives written consent for the evaluation from the student's parent.

(d) The admission, review, and dismissal (ARD) committee must make its decisions regarding a student's initial eligibility determination and, if appropriate, individualized education program (IEP) and placement within 30 calendar days from the date of the completion of the written full individual and initial evaluation report. If the 30th day falls during the summer and school is not in session, the student's ARD committee has until the first day of classes in the fall to finalize decisions concerning the student's initial eligibility determination, IEP, and placement, unless the full individual and initial evaluation indicates that the student will need extended school year services during that summer.

(e) Notwithstanding the timelines in subsections (c) and (d) of this section, if the school district received the written consent for the evaluation from the student's parent at least 35 but less than 45 school days before the last instructional day of the school year, the written report of a full individual and initial evaluation of a student must be provided to the student's parent not later than June 30 of that year. The student's ARD committee must meet not later than the 15th school day of the following school year to consider the evaluation. If, however, the student was absent from school three or more days between the time that the school district received written consent and the last instructional day of the school year, the timeline in subsection (c)(1) of this section applies to the date the written report of the full individual and initial evaluation is required. If an initial evaluation completed not later than June 30 indicates that the student will need extended school year services during that summer, the ARD committee must meet as expeditiously as possible.

(f) If a student was in the process of being evaluated for special education eligibility by a school district and enrolls in another school district before the previous school district completed the full individual and initial evaluation, the new school district must coordinate with the previous school district as necessary and as expeditiously as possible to ensure a prompt completion of the evaluation in accordance with 34 CFR, §300.301(d)(2) and (e) and §300.304(c)(5). The timelines in subsections (c) and (e) of this section do not apply in such a situation if:

(1) the new school district is making sufficient progress to ensure a prompt completion of the evaluation; and

(2) the parent and the new school district agree to a specific time when the evaluation will be completed.

(g) For purposes of subsections (b), (c), and (e) of this section, *school day* does not include a day that falls after the last instructional day of the spring school term and before the first instructional day of the subsequent fall school term.

(h) For purposes of subsections (c)(1) and (e) of this section, a student is considered absent for the school day if the student is not in attendance at the school's official attendance taking time or at the alternate attendance taking time set for that student. A student is considered in attendance if the student is off campus participating in an activity that is approved by the school board and is under the direction of a professional staff member of the school district, or an adjunct staff member who has a minimum of a bachelor's degree and is eligible for participation in the Teacher Retirement System of Texas.

Statutory Authority: The provisions of this §89.1011 issued under the Texas Education Code, §§29.001, 29.003, 29.004, 29.0041, and 30.002, and 34 Code of Federal Regulations, §§300.101, 300.111, 300.129, 300.131, 300.300, 300.301, 300.302, 300.304, and 300.305.

Source: The provisions of this §89.1011 adopted to be effective September 1, 1996, 21 TexReg 7240; amended to be effective March 6, 2001, 26 TexReg 1837; amended to be effective November 16, 2003, 28 TexReg 9830; amended to be effective November 11, 2007, 32 TexReg 8129; amended to be effective January 1, 2015, 39 TexReg 10446.

Timeline Delays

Data is collected to analyze and report (1) the range of days beyond the state established timeline when the evaluation was completed and (2) any reasons for the delays.

Of the total number of children for whom parental consent to evaluate was received but not whose evaluations were not completed within the State established timeline (344) 262 were completed between one and 30 days beyond the required timeline, and 82 were completed 31 or more days beyond the required timeline as outlined below.

(1) Range of days	1-30 days beyond timeline	31 + days beyond timeline	Total beyond timeline
# of students	262	82	344
% of students	76%	24%	100%

The majority of delays (74% total) were due to scheduling (45%) and lack of available assessment personnel (29%) as indicated in the following table.

(2) Reason for Delay	#	%
LEA delay due to scheduling	156	45%
LEA delay due to lack of available assessment personnel	99	29%
LEA delay from contracted personnel	8	2%
Parent delay (no LEA documentation for exception)	3	1%
Student transfer/enrollment into district prior to completion of timeline begun in previous district (no LEA documentation for exception)	2	1%
Other	76	22%
Total reported reasons for delay	344	100%

The Texas Education Agency (TEA) has developed a secure, online application for the collection of data related to Indicator 11. Students for whom the evaluation process was completed during the July 1, 2014 to June 30, 2015 school year are included in this data collection. This would also include students for whom the parental consent was obtained late in the 2013-14 reporting period and the eligibility process was completed between July 1, 2014 and June 30, 2015.

During the FFY 2014, 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 [LEA Reports and Requirements website](#).

Correction of Findings of Noncompliance Identified in FFY 2013

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
37	27	0	10

FFY 2013 Findings of Noncompliance Verified as Corrected

The Texas Education Agency Division of Federal and State Education Policy notified districts of their noncompliance with FFY 2012 SPP Indicator 11 in October 2013. Districts were required to submit a “Corrective Action Plan (CAP).” The CAP was required of all districts that had issues of noncompliance to address. The TEA Division of Program Monitoring and Interventions (PMI) staff reviewed the CAP and updated data and documentation to determine if districts were implementing the appropriate regulations associated with the indicators and corrected the noncompliance.

The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system (Prong 2) consistent with OSEP Memorandum 09-02, dated October 17, 2008.

In addition to the required CAP, districts were required to submit student level data specific to each individual case of noncompliance. PMI staff reviewed the updated data and documentation to determine if each individual case of noncompliance was corrected, and whether systemic corrections were made to ensure districts were implementing the appropriate regulations associated with the indicator.

The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator has completed the required action(e.g., the evaluation), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), consistent with OSEP Memorandum 09-02, dated October 17, 2008.

FFY 2013 Findings Not Yet Verified as Corrected

Districts that exceeded the one year timeline for correction were in continuing noncompliance status resulting in escalated oversight until they submitted documentation that sufficiently provided evidence of systemic correction through subsequent data collection in the secure, online application for the collection of data related to Indicator 11, or evidenced through updated data and documentation through the PMI monitoring process.

Escalated oversight includes more frequent follow-up communication with PMI staff and technical assistance and support within the districts' respective regional education service centers in effort to work toward correction of noncompliance and subsequent verification. If correction is not achieved, sanctions, such as a focused technical assistance team or monitor, may be assigned.

The designation of 10 findings remaining represent 10 districts (one finding per district identified). Of the 10 findings not yet verified as corrected, only five are specific to continuing noncompliance for more than two consecutive years and are the subject of additional sanctions. Additional sanctions include:

- two districts have received on-site monitoring visits and have ongoing focused technical assistance through a team of regional and state technical assistance and monitoring personnel and have shown improved results (from a low 79.9% to a high of 97.3% in FFY 2014 for one district, and a low of 80.3% to high of 97.6% in FFY 2014)

- one district has received ongoing focused technical assistance through a team of regional and state technical assistance and monitoring personnel and has shown improved results (98.4% in FY 2013 to 99.1% in FFY 2014)
- one district is currently operating under an assigned TEA monitor/conservator
- one district is currently operating under an assigned TEA monitor/conservator, as well as a TEA commissioner appointed board of managers

Correction of Findings of Noncompliance Identified Prior to FFY 2012

	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2013 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
FFY 2012	12	9	3
FFY 2011	4	4	0
FFY 2010	4	4	0
FFY 2009	4	4	0
FFY 2008	4	4	0
FFY 2007	3	3	0

FFY 2012 Findings of Noncompliance Verified as Corrected

The Texas Education Agency Division of Federal and State Education Policy notified districts of their noncompliance with FFY 2012 SPP Indicator 11 in October 2013. Districts were required to submit a “Corrective Action Plan (CAP).” The CAP was required of all districts that had issues of noncompliance to address. The TEA Division of Program Monitoring and Interventions (PMI) staff reviewed the CAP and updated data and documentation to determine if districts were implementing the appropriate regulations associated with the indicators and corrected the noncompliance.

The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system (Prong 2) consistent with OSEP Memorandum 09-02, dated October 17, 2008.

In addition to the required CAP, districts were required to submit student level data specific to each individual case of noncompliance. PMI staff reviewed the updated data and documentation to determine if each individual case of noncompliance was corrected, and whether systemic corrections were made to ensure districts were implementing the appropriate regulations associated with the indicator.

The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator has completed the required action(e.g., the evaluation), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), consistent with OSEP Memorandum 09-02, dated October 17, 2008.

FFY 2012 Findings Not Yet Verified as Corrected

Districts that exceeded the one year timeline for correction were in continuing noncompliance status resulting in escalated oversight until they submitted documentation that sufficiently provided evidence of systemic correction through subsequent data collection in the secure, online application for the collection of data related to Indicator 11, or evidenced through updated data and documentation through the PMI monitoring process.

Escalated oversight includes more frequent follow-up communication with PMI staff and technical assistance and support within the districts' respective regional education service centers in effort to work toward correction of noncompliance and subsequent verification. If correction is not achieved, sanctions, such as a focused technical assistance team or monitor, may be assigned.

The designation of three findings remaining represent three districts (one finding per district identified). The three findings not yet verified as corrected, are the same three districts in continuing noncompliance for more than two consecutive years and are the subject of additional sanctions (two findings continue from FFY 2011). Additional sanctions include:

- two districts have received on-site monitoring visits and have ongoing focused technical assistance through a team of regional and state technical assistance and monitoring personnel and have shown improved results (from a low 79.9% to a high of 97.3% in FFY 2014 for one district, and a low of 80.3% to high of 97.6% in FFY 2014)
- one district has received ongoing focused technical assistance through a team of regional and state technical assistance and monitoring personnel and has shown improved results (98.4% in FY 2013 to 99.1% in FFY 2014)

FFY 2011 Findings of Noncompliance Verified as Corrected

The Texas Education Agency Division of Federal and State Education Policy notified districts of their noncompliance with FFY 2011 SPP Indicator 11 in October 2012. Districts were required to submit a CAP. The CAP was required of all districts that had issues of noncompliance to address. PMI staff reviewed the CAP and updated data and documentation to determine if districts were implementing the appropriate regulations associated with the indicators and corrected the noncompliance.

The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system (Prong 2) consistent with OSEP Memorandum 09-02, dated October 17, 2008.

In addition to the required CAP, districts were required to submit student level data specific to each individual case of noncompliance. PMI staff reviewed the updated data and documentation to determine if each individual case of noncompliance was corrected, and whether systemic corrections were made to ensure districts were implementing the appropriate regulations associated with the indicator.

The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator has completed the required action (e.g., the evaluation), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), consistent with OSEP Memorandum 09-02, dated October 17, 2008.

FFY 2010 Findings of Noncompliance Verified as Corrected

The Texas Education Agency Division of Federal and State Education Policy notified districts of their noncompliance with FFY 2010 SPP Indicator 11 in October 2011. Districts were required to submit a CAP. The CAP was required of all districts that had issues of noncompliance to address. PMI staff reviewed the CAP and updated data and documentation to determine if districts were implementing the appropriate regulations associated with the indicators and corrected the noncompliance.

The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system (Prong 2) consistent with OSEP Memorandum 09-02, dated October 17, 2008.

In addition to the required CAP, districts were required to submit student level data specific to each individual case of noncompliance. PMI staff reviewed the updated data and documentation to determine if each individual case of noncompliance was corrected, and whether systemic corrections were made to ensure districts were implementing the appropriate regulations associated with the indicator.

The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator has completed the required action(e.g., the evaluation), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), consistent with OSEP Memorandum 09-02, dated October 17, 2008.

FFY 2009 Findings of Noncompliance Verified as Corrected

The Texas Education Agency Division of Federal and State Education Policy notified districts of their noncompliance with FFY 2009 SPP Indicator 11 in November 2010. Districts were required to submit a CAP. The CAP was required of all districts that had issues of noncompliance to address. PMI staff reviewed the CAP and updated data and documentation to determine if districts were implementing the appropriate regulations associated with the indicators and corrected the noncompliance.

The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system (Prong 2) consistent with OSEP Memorandum 09-02, dated October 17, 2008.

In addition to the required CAP, districts were required to submit student level data specific to each individual case of noncompliance. PMI staff reviewed the updated data and documentation to determine if each individual case of noncompliance was corrected, and whether systemic corrections were made to ensure districts were implementing the appropriate regulations associated with the indicator.

The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator has completed the required action(e.g., the evaluation), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), consistent with OSEP Memorandum 09-02, dated October 17, 2008.

FFY 2008 Findings of Noncompliance Verified as Corrected

The Texas Education Agency Division of Federal and State Education Policy notified districts of their noncompliance with FFY 2008 SPP Indicator 11 in November 2009. Districts were required to submit a CAP. The CAP was required of all districts that had issues of noncompliance to address. PMI staff reviewed the CAP and updated data and documentation to determine if districts were implementing the appropriate regulations associated with the indicators and corrected the noncompliance.

The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system (Prong 2) consistent with OSEP Memorandum 09-02, dated October 17, 2008.

In addition to the required CAP, districts were required to submit student level data specific to each individual case of noncompliance. PMI staff reviewed the updated data and documentation to determine if each individual case of noncompliance was corrected, and whether systemic corrections were made to ensure districts were implementing the appropriate regulations associated with the indicator.

The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator has completed the required action(e.g., the evaluation), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), consistent with OSEP Memorandum 09-02, dated October 17, 2008.

FFY 2007 Findings of Noncompliance Verified as Corrected

The Texas Education Agency Division of Federal and State Education Policy notified districts of their noncompliance with FFY 2007 SPP Indicator 11 in April 2009. Districts were required to submit an "Explanation/Resolution" form or a CAP. The "Explanation/Resolution" form was required of those districts that had data reporting issues. The CAP was required of all districts that had issues of noncompliance to address. PMI staff reviewed the CAP and updated data and documentation to determine if districts were implementing the appropriate regulations associated with the indicators and corrected the noncompliance.

The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator for this FFY year is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system (Prong 2) consistent with OSEP Memorandum 09-02, dated October 17, 2008.

In addition to the required CAP, districts were required to submit student level data specific to each individual case of noncompliance. PMI staff reviewed the updated data and documentation to determine if each individual case of noncompliance was corrected, and whether systemic corrections were made to ensure districts were implementing the appropriate regulations associated with the indicator.

The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator has completed the required action(e.g., the evaluation), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Indicator 12: Early Childhood Transition

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: 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))

Historical Data

FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target		100%	100%	100%	100%	100%	100%	100%	100%
Data			77.00%	89.00%	92.00%	98.00%	99.10%	99.80%	99.71

Baseline: FFY 2007

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%

FFY 2014 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	9,786
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	1,626
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	7,335
d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	540
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	247

	Numerator	Denominator or (a-b-c-d-e)	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
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.	7,335	7,373	99.71%	100%	99.48%

Number of children who have been served in Part C and referred to Part B for eligibility determination that are not included in b, c, d, e	38
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Timeline Delays

Data is collected to analyze and report (1) the range of days beyond the third birthday when eligibility was determined and the IEP developed, and (2) any reasons for the delays.

Of the total number of children for whom eligibility was determined and the IEP developed beyond the third birthday (38) 21 were completed between one and 30 days beyond the required timeline, and 17 were completed 31 or more days beyond the required timeline as outlined below.

(1) Range of days	1-30 days beyond timeline	31 + days beyond timeline	Total beyond timeline
# of students	21	17	38
% of students	55%	45%	100%

The majority of delays (86% total) were due to scheduling (50%), referral issues related to Part C to B communication (21%), other reasons (15%) as indicated in the following table.

(2) Reason for Delay	#	%
LEA delay due to scheduling	19	50%
LEA delay due to lack of available assessment personnel	1	3%
LEA delay from contracted personnel	3	8%
Parent delay (no LEA documentation for exception)	1	3%
Part C (ECI) did not notify/refer child to Part B at least 90 days prior to the child's third birthday	8	21%
Other	6	15%
Total reported reasons for delay	38	100%

The Texas Education Agency (TEA) has developed a secure, online application for the collection of data related to Indicator 12. Students for whom the IEP is developed and implemented by their third birthday during the July 1, 2014 to June 30, 2015 school year are included in this data collection.

During the FFY 2014, 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 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 12. Additional information about the data collection process for Indicator 12 (instructions, collection instrument, etc.) can be found on the TEA [LEA Reports and Requirements website](#).

Correction of Findings of Noncompliance Identified in FFY 2013

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
9	5	0	4

FFY 2013 Findings of Noncompliance Verified as Corrected

The Texas Education Agency Division of Federal and State Education Policy notified districts of their noncompliance with FFY 2012 SPP Indicator 12 in October 2014. Districts were required to submit a "Corrective Action Plan (CAP)." The CAP was required of all districts that had issues of noncompliance to address. The TEA Division of Program Monitoring and Interventions (PMI) staff reviewed the CAP and updated data and documentation to determine if districts were implementing the appropriate regulations associated with the indicators and corrected the noncompliance.

The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system (Prong 2) consistent with OSEP Memorandum 09-02, dated October 17, 2008.

In addition to the required CAP, districts were required to submit student level data specific to each individual case of noncompliance. PMI staff reviewed the updated data and documentation to determine if each individual case of noncompliance was corrected, and whether systemic corrections were made to ensure districts were implementing the appropriate regulations associated with the indicator.

The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator has completed the required action(e.g., the evaluation, IEP developed and implemented), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), consistent with OSEP Memorandum 09-02, dated October 17, 2008.

FFY 2013 Findings Not Yet Verified as Corrected

Districts that exceeded the one year timeline for correction were in continuing noncompliance status resulting in escalated oversight until they submitted documentation that sufficiently provided evidence of systemic correction through subsequent data collection in the secure, online application for the collection of data related to Indicator 12, or evidenced through updated data and documentation through the PMI monitoring process.

Escalated oversight includes more frequent follow-up communication with PMI staff and technical assistance and support within the districts' respective regional education service centers in effort to work toward correction of noncompliance and subsequent verification. If correction is not achieved, sanctions, such as a focused technical assistance team or monitor, may be assigned.

The designation of four findings remaining represent four districts (one finding per district identified). The four findings not yet verified as corrected is due to the State's continued follow-up with regards to Prong 2 to ensure the district is correctly and consistently implementing the regulatory requirements.

Correction of Findings of Noncompliance Identified in FFY 2012

	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2013 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
FFY 2012	1	0	1

FFY 2012 Findings of Noncompliance Verified as Corrected

The Texas Education Agency Division of Federal and State Education Policy notified districts of their noncompliance with FFY 2012 SPP Indicator 12 in October 2013. Districts were required to submit a "Corrective Action Plan (CAP)." The CAP was required of all districts that had issues of noncompliance to address. The TEA Division of Program Monitoring and Interventions (PMI) staff reviewed the CAP and updated data and documentation to determine if districts were implementing the appropriate regulations associated with the indicators and corrected the noncompliance.

The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system (Prong 2) consistent with OSEP Memorandum 09-02, dated October 17, 2008.

In addition to the required CAP, districts were required to submit student level data specific to each individual case of noncompliance. PMI staff reviewed the updated data and documentation to determine if each individual case of noncompliance was corrected, and whether systemic corrections were made to ensure districts were implementing the appropriate regulations associated with the indicator.

The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator has completed the required action(e.g., the evaluation, IEP developed and implemented), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), consistent with OSEP Memorandum 09-02, dated October 17, 2008.

FFY 2012 Findings Not Yet Verified as Corrected

Districts that exceeded the one year timeline for correction were in continuing noncompliance status resulting in escalated oversight until they submitted documentation that sufficiently provided evidence of systemic correction through subsequent data collection in the secure, online application for the collection of data related to Indicator 12, or evidenced through updated data and documentation through the PMI monitoring process.

Escalated oversight includes more frequent follow-up communication with PMI staff and technical assistance and support within the districts' respective regional education service centers in effort to work toward correction of noncompliance and subsequent verification. If correction is not achieved, sanctions, such as a focused technical assistance team or monitor, may be assigned.

The one finding not yet verified as corrected, is due to the State's continued follow-up with regards to Prong 2 to ensure the district is correctly and consistently implementing the regulatory requirements and is identified as continuing noncompliance for more than two consecutive years and is the subject of additional sanctions. Additional sanctions include:

- ongoing focused technical assistance through a team of regional and state technical assistance and monitoring personnel and has shown improved results (85.5% in FY 2013 to 98.4% in FFY 2014)

Indicator 13: Secondary Transition

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: 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))

Historical Data

FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target		100%	100%	100%	100%	100%	100%	100%	100%
Data					97.00%	99.00%	99.30%	99.70%	99.74%

Baseline: FFY 2009

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%

FFY 2014 SPP/APR Data

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2013 Data*	FFY 2014 Target**	FFY 2014 Data
15,417	15,441	99.74%	100%	99.84%

Data Collection

The Texas Education Agency (TEA) has developed a secure, online application for the collection of data related to Indicator 13. Included in this data collection are students with disabilities who were at least age 16 up through age 21 (age 22 if appropriate) between July 1, 2014 and June 30, 2015, and included students who were age 15 but turned age 16 by June 30, 2015.

During FFY 2014, 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 sample procedures can be found on the TEA [LEA Reports and Requirements website](#).

Data collection and use of an online SPP 13 application is an integral part of the statewide training process for this indicator. The training includes data collection tools including a *Data Collection Checklist* for measuring SPP

Indicator 13 and the *Data Collection Checklist Guidance* (Student Folder/IEP Review Chart). Additionally a *Data Integrity Checklist* is provided to facilitate the review of students' folders.

The *Data Collection Checklist* for measurement of SPP Indicator 13 is aligned with the National Secondary Transition Technical Assistance Center (NSTTAC) guidance on data collection. The use of these tools ensures that comparable data is collected throughout the state. The reviewer responds either "yes" or "no" to each of the eight compliance items included in the *Data Collection 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 with Indicator 13, all eight compliance *Data Collection Checklist* items must have a "yes" response. Therefore, if there was one "no" response, the IEP did not meet the SPP Indicator 13 measurement requirements. The online SPP 13 application automatically calculates compliance based on the response to the *Data Collection Checklist* items. Data collection resources can be found on the TEA [LEA Reports and Requirements website](#).

Correction of Findings of Noncompliance Identified in FFY 2013

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
11	10	0	1

FFY 2013 Findings of Noncompliance Verified as Corrected

The Texas Education Agency Division of Federal and State Education Policy notified districts of their noncompliance with FFY 2012 SPP Indicator 13 in October 2014. Districts were required to submit a "Corrective Action Plan (CAP)." The CAP was required of all districts that had issues of noncompliance to address. The TEA Division of Program Monitoring and Interventions (PMI) staff reviewed the CAP and updated data and documentation to determine if districts were implementing the appropriate regulations associated with the indicators and corrected the noncompliance.

The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system (Prong 2) consistent with OSEP Memorandum 09-02, dated October 17, 2008.

In addition to the required CAP, districts were required to submit student level data specific to each individual case of noncompliance. PMI staff reviewed the updated data and documentation to determine if each individual case of noncompliance was corrected, and whether systemic corrections were made to ensure districts were implementing the appropriate regulations associated with the indicator.

The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator has completed the required action (e.g., the IEP contains all requirements for effective transition outlined in the Indicator 13 measurement criteria), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), consistent with OSEP Memorandum 09-02, dated October 17, 2008.

FFY 2013 Findings Not Yet Verified as Corrected

Districts that exceeded the one year timeline for correction were in continuing noncompliance status resulting in escalated oversight until they submitted documentation that sufficiently provided evidence of systemic correction through subsequent data collection in the secure, online application for the collection of data related to Indicator 13, or evidenced through updated data and documentation through the PMI monitoring process.

Escalated oversight includes more frequent follow-up communication with PMI staff and technical assistance and support within the districts' respective regional education service centers in effort to work toward correction of noncompliance and subsequent verification. If correction is not achieved, sanctions, such as a focused technical assistance team or monitor, may be assigned.

The one finding not yet verified as corrected, is due to the State's continued follow-up with regards to Prong 2 to ensure the district is correctly and consistently implementing the regulatory requirements and is identified as continuing noncompliance for more than two consecutive years and is the subject of additional sanctions. Additional sanctions include:

- ongoing focused technical assistance through a team of regional and state technical assistance and monitoring personnel

Indicator 14: Post-School Outcomes

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Results indicator: 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))

Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013
A	2009	Target						27.00%	24.00%	25.00%	26.60%
		Data					26.00%	23.00%	22.00%	27.00%	26.77%
B	2009	Target						60.00%	56.00%	57.00%	60.00%
		Data					59.00%	55.00%	57.00%	59.00%	61.55%
C	2009	Target						73.00%	71.00%	72.00%	71.60%
		Data					72.00%	70.00%	69.00%	69.00%	71.65%

Baseline: FFY 2009

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target A ≥	28.00%	28.00%	29.00%	29.00%	30.00%
Target B ≥	61.00%	61.00%	62.00%	62.00%	63.00%
Target C ≥	73.00%	74.00%	76.00%	78.00%	80.00%

Targets: Description of Stakeholder Input

Region 11 ESC coordinates the statewide State Performance Plan Indicator 14: Post-School Follow-Up Survey. Through contract with NuStats Research Center, the survey is conducted each summer. Data collected from these results are presented in the SPP/APR the following February, to stakeholders throughout the state via web access at <http://www.transitionintexas.org>, and to specific committees tasked with target setting advisement.

Specific to setting targets in the SPP and revisions to those targets, the Texas Continuous Improvement Steering Committee (TCISC) serves as the work group tasked with advisement to these as well as other topics such as general supervision, monitoring, infrastructure, intervention, and improvement activities. The TCISC was newly formed in spring of 2014 and combined two former groups specific to state supervision and target setting. The TCISC includes 30 members representing the previously identified key perspectives or roles. This group also provides key stakeholder input and continuing work for the State Systemic Improvement Plan (SSIP), and meets as needed three to four times per year.

The Texas Continuing Advisory Committee (CAC) consists of 17 governor-appointed members from around the state representing parents, general and special educators, consumers, and teacher educators. A majority of the members of the CAC must be individuals with disabilities or parents of children with disabilities. Members of the committee are appointed for staggered four-year terms with the terms of eight or nine members expiring on February 1 of each odd-numbered year. This group provides policy guidance with respect to special education and related services for children with disabilities in Texas and specifically advises TEA of unmet needs; comments publicly on any rules or regulations proposed by the state; advises TEA in developing evaluations and reporting on data to the Secretary of Education under Section 1418 of the IDEA 20 U.S.C. §1418; advises TEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of IDEA; and advises TEA in developing and implementing policies relating to the coordination of services for children with disabilities.

Both of these organized stakeholder groups provide feedback relative to the monitoring priority, Effective General Supervision Part B / Effective Transition, specific to the percent 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; in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

The TEA analyzes information reported from all public input sources in order to identify trends for guiding improvement planning within the State.

Sampling Procedures

Sampling approaches to data collection are indicated when there are limited resources (financial and staff) and many sampling units (schools, students, and parents). With more than 450,000 students receiving special education services in over 9,000 campuses in Texas, a sampling approach is essential to examine indicators within the SPP.

Importantly, the sampling approach must still provide valid and reliable information. Texas embodies extreme variance in district and student characteristics that change from region to region and by age grouping. Purposive sampling (selected based on the knowledge of a population and the purpose of the study), in addition to a stratified random sampling approach (divides a population by characteristic into smaller groups then sampled), is applied to increase validity of the sample.

The Texas sampling plan for SPP indicators has approval by the federal Office of Special Education Programs (OSEP). The current plan considers prior experience with sampling within the special education program in Texas.

The SPP 14 [Sampling Procedures](#), located on the TEA website explains how students are selected each year for inclusion in the [State Performance Plan Indicator 14: Post-School Follow-Up Survey \(2013–2014\) Final Report – State](#) and located on the Region 11 ESC website.

Actual Survey Data Collection Methodology

Data collection, using the VOXCO Computer Assisted Telephone Interviewing (CATI) software program, began on June 15, 2015 and ended on August 31, 2015. A total of 4,302 completed cases were collected: 4,035 English cases and 267 Spanish cases.

Call attempts were made six days of the week (Monday through Saturday). Calls on weekdays were primarily made at all times of the day, with a heavier focus in the evening from 5:00 p.m. to 9:00 p.m. to increase the likelihood of finding the target respondent at home. On weekends, the calling window was primarily from 12:00 p.m. to 8:00 p.m. If a respondent requested or suggested a call back at a time outside of this range, arrangements were made to accommodate the request within the hours of 8:00 a.m. to 9:00 p.m. Central Standard Time.

For a variety of reasons, some people are reluctant to participate in surveys. NuStats codes call dispositions with very specific outcome codes. For the 2015 Post-School Outcome Survey, when a respondent refused, these cases were coded as first refusals, or soft refusals, and were re-contacted after several days to a week had passed, since many people are willing to participate in a survey if they are called again at a time more convenient for them. Attempts to contact a potential respondent were discontinued if the potential respondent gave two soft refusals. More strongly worded refusals—for example, refusals in which the respondent asked to be taken off the list, yelled, made threats, or used profanity—were coded as hard refusals and were not re-contacted. Included in the refusals percentage are first, second and final refusals as well as hang ups and refusal to continue on cell phone.

This year, 9.3 percent of respondents could not be found, as compared to the 13 percent from last year. Refusal rates evened out at 3.4 percent, which was nearly 2.3 percentage points higher than 2014. Invalid number rates (including disconnected phones, wrong numbers, business or government lines, and fax/modem lines) significantly increased this year (15 percent), as compared to 10 percent last year. Data collection yielded a completion rate of 35.6 percent, as compared to the 37 percent obtained in 2014.

Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	4,302
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	1,074
2. Number of respondent youth who competitively employed within one year of leaving high school	1,258
3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	199
4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or	367

	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A. Enrolled in higher education (1)	1,074	4,302	26.77%	28.00%	24.97%
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	2,332	4,302	61.55%	61.00%	54.21%
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4)	2,898	4,302	71.65%	73.00%	67.36%

Slippage

Several factors may be attributed to the overall slippage for 14A (-1.8%), 14B (-7.34%), and 14C (-4.29%) from FFY 2013 to FFY 2014. Surveys can only serve as a representative sample of the group relevant to the intended indicator measurement population. One factor may be attributable to differences in the statewide survey sample demographics and contact results. A regression analysis was completed to look at relationships between key variables from year to year. The following chart illustrates differences by percentage in these variables. Notable are increased respondents in the most significant disability categories, which may explain some of the year to year variance and slippage in the indicator results.

Disability/Demographic	Higher Education		Competitively Employed		Some Other Postsecondary Education or Training Program		Some Other Employment		Not Engaged in Any Category for Response		Representation Total Respondents	
	FFY 2013	FFY 2014	FFY 2013	FFY 2014	FFY 2013	FFY 2014	FFY 2013	FFY 2014	FFY 2013	FFY 2014	FFY 2013	FFY 2014
	%	%	%	%	%	%	%	%	%	%	%	%
Auditory Impairment	36.6	41.4	18.3	18.4	5.6*	6.9*	1.4*	3.4*	38	29.9	1.6	2
Autism	34.7	27.9	8.1	12	8.1	8.4	4.9	6.1	44.2	45.5	6.3	9.1
Deaf-Blind*	0*	33.3*	0*	0*	0*	0*	0*	0*	100*	66.7*	<0.1*	<0.1*
Emotional Disturbance	21.1	23.1	32.2	22.4	2.7*	3.5*	5	11.4	39.1	39.6	5.8	5.9
Intellectual Disability	5.7	5	9.5	8.8	10.8	10.5	6.7	6.2	67.4	69.6	8.6	9.8
Learning Disabled	26.7	26	43.5	38.1	4.3	3.1	5.2	9.6	20.5	23.1	59	54.1
Orthopedic Impairment	33.9	29.6	8.1*	1.9*	6.5*	3.7*	1.6*	5.6*	50	59.3	1.4	1.3
Other Health Impaired	34.2	28.1	34.6	30.1	3.5	4.1	5.1	8.2	22.6	29.5	15.3	15.3
Speech Impairment	56.3*	46.2	12.5*	15.4*	6.3*	11.5*	6.3*	0*	18.8*	26.9*	0.4	0.6
Traumatic Brain Injury	24*	24.2*	20*	21.2*	8.0*	3*	8*	3*	40	48.5	0.5	0.8
Visual Impairment	46.8	46.8	17*	8.5*	8.5*	2.1*	0*	6.4*	27.7	36.2	1	1.1
Female	30	26.7	25	23.8	6	5.6	5	8.5	34	35.4	35	34
Male	25	24.1	40	32	4	4.1	5	8.6	25	31.2	65	66
American Indian or Alaska Native	17*	0*	33*	54.5	0%	13.6%	13%	4.5%	38%	27.3%	0.5	0.5
Asian/Pacific Islander	30	35.7	9*	7.1*	7*	7.1*	2*	12.5*	51	37.5	1	1.3
Black or African American	30	30.4	29	23.7	3	4.5	5	8.1	33	33.3	13.5	15
Hispanic/Latino	23	21.6	35	30.1	6	4.5	5	8.3	31	35.4	42.3	41.5
White	28	26.4	38	30.8	5	4.5	5	8.8	24	29.5	41.1	40.5
Two or more races	45	25.5	20	27.5	4*	5.9*	7*	9.8*	24	31.4	1.6	1.2
Total respondents	26.7	25	34.8	29.2	5	4.6	5.1	8.5	28.4	32.6	100	100

*Represents less than 10 respondents total for category

Additionally, other factors due to economic disadvantage, job market availability, and family dynamic may also contribute to year to year variability in the survey results.

The State, in collaboration with its stakeholders and statewide leadership initiatives and partnerships for effective transition and post-school outcomes, continues to strive toward improved transitional services. The State provides resources, and support to ensure students with disabilities achieve their post-secondary goals and reach services that will allow successful acquisition of post-secondary involvement in higher education, employment, or other training opportunities where possible.

The State continues to work with its stakeholders and collaborate with other states about sampling and data collection limitations associated with this indicator in efforts to obtain a more stable and statistically relevant data set that can be utilized for more targeted and student specific improvements.

Sample Management

A total of 12,632 sample records were received to conduct this year's study, and 87,573 calls were made to find qualified respondents. Calls were made at varying times of day and days of the week to maximize the chance to make contact. The average number of call attempts to all sampled records was 6.9 calls. After various call attempts were made to the different possible phone numbers available, NuStats made contact with 6,779 students, or 54 percent of the cases.

After the initial sample release, subsequent "waves" of dialing included refusal conversion to non-final refusal records to maximize the chances of finding the target population, as well as re-dialing all non-working numbers prior to closing the fielding effort. For telephone numbers that eventually resulted in a completed interview, a maximum of 21 call attempts was made to convert the initial non-final disposition (such as no answer, busy, or answering machine) to a completed interview. Final dispositions are permanent and close the record from further dialing.

Additional details outlining the data collection and survey methods can be found in Appendix A of the [State Performance Plan Indicator 14: Post-School Follow-Up Survey \(2014–2015\) Final Report – State](#).

Indicator 15: Resolution Sessions

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: 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))

Historical Data

FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≥			23.00%	30.00%	30.00%	25.00%	25.00%	25.00%	25.00%
Data	20.40%	20.40%	29.00%	29.00%	32.00%	22.47%	29.61%	41.60%	28.70%

Baseline: FFY 2005

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	25.00 - 30.00%	25.00 - 30.00%	25.00 - 30.00%	25.00 - 30.00%	25.00 - 30.00%

Targets: Description of Stakeholder Input

Specific to setting targets in the SPP and revisions to those targets, the Texas Continuous Improvement Steering Committee (TCISC) serves as the work group tasked with advisement to these as well as other topics such as general supervision, monitoring, infrastructure, intervention, and improvement activities. The TCISC was newly formed in spring of 2014 and combined two former groups specific to state supervision and target setting. The TCISC includes 30 members representing the previously identified key perspectives or roles. This group also provides key stakeholder input and continuing work for the State Systemic Improvement Plan (SSIP), and meets as needed three to four times per year.

The Texas Continuing Advisory Committee (CAC) consists of 17 governor-appointed members from around the state representing parents, general and special educators, consumers, and teacher educators. A majority of the members of the CAC must be individuals with disabilities or parents of children with disabilities. Members of the committee are appointed for staggered four-year terms with the terms of eight or nine members expiring on February 1 of each odd-numbered year. This group provides policy guidance with respect to special education and related services for children with disabilities in Texas and specifically advises TEA of unmet needs; comments publicly on any rules or regulations proposed by the state; advises TEA in developing evaluations and reporting on data to the Secretary of Education under Section 1418 of the IDEA 20 U.S.C. §1418; advises TEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of IDEA; and advises TEA in developing and implementing policies relating to the coordination of services for children with disabilities.

Both of these organized stakeholder groups provide feedback relative to the monitoring priority, General Supervision, and specific to the percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

TEA analyzes information reported from all public input sources in order to identify trends for guiding improvement planning within the State.

Source	Date	Description	Data
SY 2014-15 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2015	3.1(a) Number resolution sessions resolved through settlement agreements	31
SY 2014-15 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2015	3.1 Number of resolution sessions	108

FFY 2014 SPP/APR Data

3.1(a) Number resolution sessions resolved through settlement agreements	3.1 Number of resolution sessions	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
31	108	28.70%	25.00 - 30.00%	46.85%

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

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

Indicator 16: Mediation

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of mediations held that resulted in mediation agreements. (20 U.S.C. 1416(a)(3(B)))

Historical Data

FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≥		73.80%	76.00%	80.00%	80.00%	75.00%	75.00%	75.00%	75.00%
Data	79.60%	73.80%	78.35%	77.00%	77.89%	80.00%	77.13%	74.40%	79.79%

Baseline: FFY 2005

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	75.00 - 80.00%	75.00 - 80.00%	75.00 - 80.00%	75.00 - 80.00%	75.00 - 80.00%

Targets: Description of Stakeholder Input

Specific to setting targets in the SPP and revisions to those targets, the Texas Continuous Improvement Steering Committee (TCISC) serves as the work group tasked with advisement to these as well as other topics such as general supervision, monitoring, infrastructure, intervention, and improvement activities. The TCISC was newly formed in spring of 2014 and combined two former groups specific to state supervision and target setting. The TCISC includes 30 members representing the previously identified key perspectives or roles. This group also provides key stakeholder input and continuing work for the State Systemic Improvement Plan (SSIP), and meets as needed three to four times per year.

The Texas Continuing Advisory Committee (CAC) consists of 17 governor-appointed members from around the state representing parents, general and special educators, consumers, and teacher educators. A majority of the members of the CAC must be individuals with disabilities or parents of children with disabilities. Members of the committee are appointed for staggered four-year terms with the terms of eight or nine members expiring on February 1 of each odd-numbered year. This group provides policy guidance with respect to special education and related services for children with disabilities in Texas and specifically advises TEA of unmet needs; comments publicly on any rules or regulations proposed by the state; advises TEA in developing evaluations and reporting on data to the Secretary of Education under Section 1418 of the IDEA 20 U.S.C. §1418; advises TEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of IDEA; and advises TEA in developing and implementing policies relating to the coordination of services for children with disabilities.

Both of these organized stakeholder groups provide feedback relative to the monitoring priority, General Supervision, and specific to the percent of mediations held that resulted in mediation agreements.

TEA analyzes information reported from all public input sources in order to identify trends for guiding improvement planning within the State.

Source	Date	Description	Data
SY 2014-15 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2015	2.1.a.i Mediations agreements related to due process complaints	79
SY 2014-15 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2015	2.1.b.i Mediations agreements not related to due process complaints	61
SY 2014-15 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2015	2.1 Mediations held	176

FFY 2014 SPP/APR Data

2.1.a.i Mediations agreements related to due process complaints	2.1.b.i Mediations agreements not related to due process complaints	2.1 Mediations held	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
79	61	176	79.79%	75.00 - 80.00%	79.55%

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

When TEA receives a request for a due process hearing, the TEA Mediation Coordinator provides both parties to the hearing with information about the option to mediate the dispute. If both parties agree to participation in mediation, TEA assigns a mediator. The parties may agree to use a specific mediator. Otherwise, TEA will randomly assign one in accordance with 19 Texas Administration Code (TAC) §89.1193. TEA provides the necessary contact information for each party to the assigned mediator so that the mediation process may begin. When 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. TEA collects data regarding only the mediation activities and outcomes.

Indicator 17: State Systemic Improvement Plan

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Baseline Data

FFY	2013	2014
Target		60.0%
Data	65.5%	36.68%

Baseline: Re-baselined FFY 2014

FFY 2014 - FFY 2018 Targets

FFY	2015	2016	2017	2018
Target	60.0%	62.0%	65.0%	70.0%

Description of Measure:

Description

The measure will evaluate the effectiveness of the State's efforts to implement a selection of existing and additional coherent improvement strategies that will result in an improved reading proficiency rate for all children with disabilities grades 3-8 taking the State of Texas Assessments of Academic Readiness (STAAR), STAAR Accommodated, or STAAR Alternate 2 through FFY 2018.

Stakeholders in the State agree that by focusing on reading proficiency, results will improve for other critical areas such as graduation, dropout, math proficiency, and post-secondary outcomes. Additionally, stakeholders agree that leveraging existing infrastructure and initiatives, as well as expanding and/or initiating strategies that affect the reading proficiency of children with disabilities, will enable the State to realize the most impact on improving results for children and youth with disabilities and their families.

The selection of existing and additional coherent improvement strategies are outlined in the SSIP section titled "Selection of Coherent Improvement Strategies" and include strategies designed to narrow performance gaps between children with disabilities and their non-disabled peers by expanding literacy initiatives, eliminating disproportionate representation in disciplinary settings, ensuring access to high quality curriculum taught by highly qualified and certified staff in all settings, and providing the infrastructure, tools, and support needed to improve and sustain results.

Metric

For more than 25 years, Texas has had a statewide student assessment program. STAAR, the State's newest assessment system, was implemented beginning in the 2011-2012 school year. STAAR is designed to measure the extent to which students have learned and are able to apply the knowledge and skills defined in state-mandated curriculum standards, the Texas Essential Knowledge and Skills (TEKS). At grades 3-8, students are tested in mathematics and reading. Students are also tested in writing at grades 4 and 7, science at grades 5 and 8, and social studies at grade 8. Students are tested, usually at high school, with STAAR end-of-course (EOC) assessments for Algebra I, English I, English II, biology, and U.S. History.

For students served in special education who met specific participation requirements, the STAAR system initially included two alternative assessments: STAAR Modified and STAAR Alternate. However, after the U.S. Department of

Education informed states that assessments based on modified standards could not be used for accountability purposes after the 2013-2014 school year, STAAR Modified assessments were administered for the last time in the 2013-2014 school year. (During the 2013-2014 school year, the number of students in grades 3-9 served in special education and tested on the STAAR Modified assessment in all subjects applicable to the students' grade levels was 70,488.)

In addition, legislation passed in 2013 by the 83rd Texas Legislature required the agency to develop a redesigned alternate assessment for the most severely cognitively disabled students. The newly designed STAAR Alternate 2 is being administered for the first time in the spring of the 2014-2015 school year. (During the 2013-14 school year, the number of students in grades 3-9 served in special education who were tested on the STAAR Alternate assessment in all subjects applicable to the student's grade level was 26,636.)

Also being administered for the first time in the 2014-2015 school year is the STAAR A, which is an online accommodated version of the general STAAR that will provide embedded supports designed to help students with disabilities access the content being assessed. The passing standards for STAAR A are the same as the general STAAR test. It is anticipated that students formerly assessed with STAAR Modified will now take the general STAAR/STAAR A.

Additional information about the Texas Assessment Program can be found on the TEA website at <http://tea.texas.gov/student.assessment/staar/>.

Baseline and Targets – (Explanation of Changes)

The measure was re-baselined (36.68%) due to the elimination of the STAAR Modified, resulting in students formerly assessed with STAAR Modified generally taking the STAAR/STAAR A, and newly designed STAAR Alternate 2.

The elimination of this testing option required IEP changes and IEP team decisions to include students in other state assessment offerings. As projected in the FFY 2013 SSIP Data and Overview, initial results were below the FFY 2013 baseline rate, and the anticipation to revisit baseline and targets was realized. Empirical data suggests a minimal 2-3 year rate adjustment when changes in assessments or standards have occurred in the State. However, as in FFY 2013, stakeholders insisted that the established rigorous but achievable targets remain with expectations that targets will be realized after the anticipated rate adjustment occurs. This will allow targets to remain in alignment with, existing standards indicative of performance level bands established in the State's [Performance Based Analysis System](#) (PBMAS) by FFY 2018.

Targets: Description of Stakeholder Input

Broad Stakeholder System

Historically, access to broad stakeholder input has been the cornerstone of the Texas Continuous Improvement Process (TCIP). In consideration of the State Systemic Improvement Plan (SSIP) and in determination of the State Identified Measurable Result (SIMR), engagement in the TCIP's reliance on access to broad stakeholder input was critical. Sources of data the State considers in the course of continuous improvement always includes stakeholder feedback gathered through a variety of methods statewide including surveys, public forums, public hearings, and stakeholder meetings. To ensure feedback that is truly representative of the State's geographic and ethnic diversity, a systematic approach for obtaining stakeholder participation is utilized. Key stakeholder roles are determined, and a recruitment plan is implemented for a variety of input needs. The key perspectives or roles included in all advisory or informal work groups include parents, teachers, campus and school district administrators, parent-support and advocacy groups, higher education institutions, Education Service Centers (ESCs), and other state agencies. In addition to external stakeholder groups, internal stakeholders across the Agency provide input. TEA analyzes information reported from all public input sources in order to identify trends and/or barriers for guiding improvement planning within the State. Targets are set after careful consideration of recommendations from extensive stakeholder review and involvement, identified trends, and identified barriers.

Stakeholder Groups

The Texas [Continuing Advisory Committee](#) (CAC) consisting of 17 governor-appointed members from around the State representing parents, general and special educators, consumers, and teacher educators, provides meaningful advisement. A majority of the members of the CAC must be individuals with disabilities or parents of children with disabilities. Members of the committee are appointed for staggered four-year terms with the terms of eight or nine members expiring on February 1 of each odd-numbered year. This group provides policy guidance with respect to special education and related services for children with disabilities in Texas and specifically:

- advises TEA of unmet needs;
- comments publicly on any rules or regulations proposed by the State; advises TEA in developing evaluations and reporting on data to the Secretary of Education under Section 1418 of the IDEA 20 U.S.C. §1418;
- advises TEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of IDEA; and
- advises TEA in developing and implementing policies relating to the coordination of services for children with disabilities

Representative members from this committee serve on other workgroups and committees committed to development of the SSIP and related activities to assure continuity and a two-way flow of information between all stakeholder groups and the State.

Specific to the development of the SSIP in SPP Indicator 17, setting targets, and continued review and evaluation against targets, the Texas Continuous Improvement Steering Committee (TCISC) serves as the external work group tasked with advisement on topics such as general supervision, monitoring, infrastructure, intervention, and improvement activities relating to the improvement plan. This group, newly formed in spring of 2014, combined two former stakeholder groups that separately provided perspectives on state supervision, monitoring, target setting, and improvement planning, and includes 30 members representing key perspectives or roles. Members represent:

- district and campus administrators
- special education directors
- teachers
- parents
- higher education institutes
- multiple advocacy agencies and professional groups

- ESCs
- other related state agencies
- related service providers
- evaluation personnel
- other established stakeholder groups

By combining membership and bringing forward individuals with historical perspective to the TCIP process, the continuing conversation in Texas was uninterrupted by and enhanced with integration. New members were also added to fill voids in certain key perspectives. The TCISC has engaged in multiple face-to-face and other meeting modalities to provide thoughtful input to the intense and important work that has resulted in a comprehensive, multi-year SSIP, focused on improving results for children and youth with disabilities and their families. The TCISC will continue to be engaged throughout implementation and evaluation phases of the SSIP, and beyond.

Additionally specific to this indicator, feedback and data sources within the Texas Education Agency (TEA) organization plays a key role. Cross divisional meetings and data sharing continues to be vital in the analysis of data, infrastructure, historical and future improvement strategies, and measurable results. An internal TEA workgroup serves as the committee that collects, gathers, and reviews all relevant data and resources specific to potential systemic improvement needs. Members of this group meet at least bi-weekly and include individuals representing various interconnected departments and divisions within the agency that are responsible for a variety of agency functions that have an impact on students with disabilities. This ongoing internal workgroup is pivotal to interagency communication and collaboration resulting in consistency and integrated systemic improvement.

Indicator 17: State Systemic Improvement Plan

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Data Analysis

A description of how the State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other available data as applicable, to: (1) select the State-identified Measurable Result(s) for Children with Disabilities, and (2) identify root causes contributing to low performance. The description must include information about how the data were disaggregated by multiple variables (e.g., LEA, region, race/ethnicity, gender, disability category, placement, etc.). As part of its data analysis, the State should also consider compliance data and whether those data present potential barriers to improvement. In addition, if the State identifies any concerns about the quality of the data, the description must include how the State will address these concerns. Finally, if additional data are needed, the description should include the methods and timelines to collect and analyze the additional data.

Key Data Analysis - 1(a)

Inherent to the Texas Continuous Improvement Process (TCIP), key data elements are analyzed each year through various internal and external stakeholder processes. Stakeholders who possess qualitative data, given their involvement at the local and regional levels, as well as stakeholders who provide quantitative data from various data collection sources are included in this practice of broad data analysis. Existing Agency infrastructure allows for easy and quick access to data sources included in SPP/APR indicators, 618 data collections, and data reflected in state level accountability and Performance Based Analysis System (PBMAS) reports.

The primary source for almost all data collection in the State is through the Public Education Information Management System ([PEIMS](#)). PEIMS houses data requested and received by TEA. It includes Texas Education Data Standards ([TEDS](#)) that are XML-based standards for Texas Student Data System (TSDS) and TSDS PEIMS data collections. TEDS includes all data elements, code tables, business rules, and data validations needed to load local education agency (LEA—Texas school district or charter school) education data. Currently, the major categories of data collected include organizational, budget, actual financial, staff, student demographic, program participation, school leaver, student attendance, course completion, and discipline. These data are reported to the Secretary of Education per data requirements under Section 618 of the *Individuals with Disabilities Education Act (IDEA)*.

Additional LEA and student level data not collected through PEIMS and specific to certain SPP/APR indicators and reporting requirements are collected through a secure web-based portal known to users as the Texas Education Agency Secure Environment (TEASE). Data specific to indicators 7, 11, 12, 13, and 14 are collected each year during applicable collection periods in the SPP indicator application located within TEASE.

Beginning in the fall of 2003, TEA worked closely with several focus groups to develop a program monitoring framework that would address the deficiencies identified in the previously used compliance-based system and also meet a diverse set of state and federal monitoring requirements. Strong support was expressed for developing a unified approach that would encompass all program areas (bilingual education/English as a Second Language; Career and Technical Education; Title I, Part A; Title I, Part C; and special education) into a single monitoring system, including the alignment of indicators across program areas whenever possible. To meet this objective, the agency developed the PBMAS, which was implemented for the first time in 2004. In addition to integrating four diverse program areas into one system, the PBMAS was designed to rely on indicators of student performance and program effectiveness rather than compliance-based measures, thereby ensuring the overall focus of the new monitoring system would be driven by factors that contribute to positive results for students. The PBMAS was designed to take advantage of the significant amount of reliable and comprehensive data reported annually by districts rather than relying exclusively on expensive, time-consuming, and resource-intensive on-site visits as the primary mechanism to

inform monitoring determinations and interventions. These district level public reports are published annually along with an accompanying [PBMAS manual](#), include longitudinal data and analysis against an established state standard, and are based on data obtained directly from PEIMS.

Initially, a broad data analysis based on key data components obtained from all available data sources described above was conducted beginning in the fall of 2013 and continuing through the summer of 2014. This analysis included a longitudinal data analysis to determine potential areas of concern within graduation; dropout; reading, math, science, social studies, and writing proficiency; statewide assessment participation; special education, educational environments, and discipline representation; and early childhood and post-secondary outcomes.

The following tables are examples of key longitudinal data that is analyzed. Performance gains achieved through the PBMAS are shown in the changes in various indicators' state rates over time. The tables are summarized by years of comparable data available for a given indicator. As a result of several statutory and policy changes that occurred outside of the PBMAS (particularly changes to the state assessment system), some indicators have as few as three years' of comparable data available while others have as many as ten.

Table 1 – PBMAS Performance Gains and Positive Results for Students: Special Education Program Area (2004-2014)

PBMAS Indicator	2004 State Rate	2014 State Rate	Change
RHSP/DAP Diploma Rate	12.8%	25.5%	+12.7 ✓
Special Education Representation Rate	11.6%	8.5%	-3.1 ✓

Table 2 – PBMAS Performance Gains and Positive Results for Students: Special Education Program Area (2004-2013)

PBMAS Indicator	2004 State Rate	2013 State Rate	Change
Less Restrictive Environments for Students (Ages 12-21)	46.8%	63.6%	+16.8 ✓

Table 3 – PBMAS Performance Gains and Positive Results for Students: Special Education Program Area (2005-2014)

PBMAS Indicator	2005 State Rate	2014 State Rate	Change
Less Restrictive Environments for Students (Ages 3-5)	9.6%	16.7%	+7.1 ✓
Discretionary DAEP Placement Rate	1.5 percentage points higher than all students	0.8 percentage points higher than all students	-0.7 ✓
Discretionary ISS Placement Rate	23.2 percentage points higher than all students	12.3 percentage points higher than all students	-10.9 ✓

Table 4 – PBMAS Performance Gains and Positive Results for Students: Special Education Program Area (2007-2014)

PBMAS Indicator	2007 State Rate	2014 State Rate	Change
Annual Dropout Rate (Grades 7-12)	3.2%	2.3%	-0.9 ✓
Graduation Rate	72.7%	77.8%	+5.1 ✓

Table 5 – PBMAS Performance Gains and Positive Results for Students: Special Education Program Area (2008-2014)

PBMAS Indicator	2008 State Rate	2014 State Rate	Change
Discretionary OSS Placement Rate	12.7 percentage points higher than all students	8.1 percentage points higher than all students	-4.6 ✓

Table 6 – PBMAS Performance Gains and Positive Results for Students: Special Education Program Area (2009-2011)

PBMAS Indicator	2009 State Rate	2014 State Rate	Change
TAKS Passing Rate of Students Being Served (Mathematics)	59.5%	68.2%	+8.7 ✓
TAKS Passing Rate of Students Being Served (Reading)	68.1%	75.4%	+7.3 ✓
TAKS Passing Rate of Students Being Served (Science)	51.1%	59.9%	+8.8 ✓
TAKS Passing Rate of Students Being Served (Social Studies)	69.9%	77.5%	+7.6 ✓
TAKS Passing Rate of Students Being Served (Writing)	70.3%	76.6%	+6.3 ✓

Table 7 – PBMAS Performance Gains and Positive Results for Students: Special Education Program Area (2009-2011)

PBMAS Indicator	2009 State Rate	2014 State Rate	Change
TAKS Passing Rate of Students One Year after Being Served (Mathematics)	77.5%	83.4%	+5.9 ✓
TAKS Passing Rate of Students One Year after Being Served (Reading)	83.3%	86.8%	+3.5 ✓
TAKS Passing Rate of Students One Year after Being Served (Science)	73.4%	81.0%	+7.6 ✓
TAKS Passing Rate of Students One Year after Being Served (Social Studies)	90.2%	94.3%	+4.1 ✓
TAKS Passing Rate of Students One Year after Being Served (Writing)	88.1%	89.8%	+1.7 ✓

Although significant gains have been made in all areas over time, areas of concerns emerged and became integral to a more focused data analysis. As seen in Tables 3 and 5, a continued existence of disproportionate representation of special education students discretionarily placed in in-school suspension (ISS) and out-of-school suspension (OSS) emerged as an area of need for continued analysis. As well, the rate of gains in Reading and Writing illustrated in Table 6 are based on the State’s former assessment program and are not necessarily indicative of long-term gains that may be realized on the State’s current, and more rigorous, assessment program, STAAR.

Data were further analyzed at the region, district, and student level and focused primarily on disciplinary placements and student performance. These focused data results informed stakeholders tasked with identifying root causes contributing to low performance in the identified areas.

Data Disaggregation - 1(b)

Given the richness of data available to stakeholders, a lengthy process of data disaggregation ensued to assure stakeholders time to look at the identified areas of concern. Data was examined across multiple variables including race/ethnicity, gender, disability, placement, and grade level, specific to discipline and reading and math proficiency, to identify any possible trends in student performance based on one or more of these variables. Although some variance across race/ethnicity and gender within certain disabilities and placements exists, the level of statistical significance did not suggest a need to narrow the focus to one of these variables.

A cross analysis between reading proficiency as indicated in overall performance on statewide assessments and students placed in certain disciplinary settings was completed. Data analysts were tasked with providing statistical analysis at the student, district, regional, and state levels to help determine potential root causes of identified performance issues. Table 8 identifies the data source and/or parameter variables, the result of the analysis, and the range of data the analysis yields.

Table 8 – Cross Analysis Reading Proficiency and Disciplinary Settings (2012-2013)

Source / Parameter Variable	Result	Range of Data
Data reported in the 618 discipline data collection (school year 2012-2013)	1,065 total districts included in the collection	Any number of students receiving 10 or more days in a discretionary discipline placement
Minimum "n" size – greater than 40 total (all) students grades 3-8 placed in a disciplinary setting for more than 10 days	341 districts meeting the criteria	41 – 3,820 students / district 88,019 total students 13,763 students with disabilities
District reading proficiency rate <60% for students with disabilities placed in a disciplinary setting for more than 10 days	234 districts meeting the criteria	9.09% - 59.38% / district 7,222 students with disabilities who failed the statewide reading assessment

Based on input from stakeholders, additional analyses were conducted to include size of schools; larger and smaller "n" size sampling; defined disciplinary placements (in school suspension, out-of-school suspensions, disciplinary alternate education program placements, etc.); use of most current data that became available after initial analysis first began; as well as looking at data anomalies and outliers to determine whether those included invalid or inaccurate data, or systems of support the State would want to include in its consideration of coherent improvement strategies based on evidence-based practices inherent in the data.

Data was also analyzed across the 20 identified regional ESC areas. Results did not reveal a particular area or region that was significantly different. The need to reallocate existing resources, or initiate new strategies in one or a few targeted regions within the State was not evident from this analysis. Instead, stakeholders believe the existing infrastructures support the State's ability to implement new and ongoing strategies statewide without the need for scaling-up initiatives from selected districts or regions, thereby having greater student level impact statewide.

Stakeholders were concerned with possible root causes linked to teacher quality, access to services, and implementation of effective practices inherent to student success and the potential lack thereof in certain settings that may affect student performance in the area of reading proficiency.

Data Quality - 1(c)

Existing data systems, described in section 1(a), provide quality controls through technical support for gathering the data from district databases, supplied by the 20 ESCs or by private vendors. A software system of standard edits in PEIMS to enhance the quality of data is used by ESCs and again by the Agency on district data submissions. A system of clarification at the student level for data submitted in TEASE for certain SPP/APR indicators ensures accuracy to compliance, outcomes, and findings in the State. Data reported through 618 data collections to the Secretary of Education each year entail rigorous internal controls based against individual federal file specification checks and multiple analysis reviews in addition to the PEIMS data standards and quality control mechanisms. Stakeholders in the State view the level of data quality as high, but emphasize the need for maintaining review practices and strict adherence to quality controls to ensure continued confidence in data quality. The State ensures its focus toward maintaining review practices and quality controls by its commitment to the TCIP process and its system of ongoing data collection standards.

Compliance Data and Potential Barriers - 1(d)

Potential barriers to improvement specific to compliance data were analyzed. Data included in SPP/APR indicators 9, 10, 11, 12, and 13 show the State has maintained high levels (above 95%) over the last 4 to 5 years. Other compliance data collected through dispute resolution and program monitoring and intervention (PMI) noncompliance tracking revealed a decrease in the number of findings of noncompliance, and less than 5% continuing noncompliance (beyond one year) for issues of noncompliance cited during the 2012-2013 school year. Stakeholders acknowledge that lack of compliance can undermine success of program effectiveness, and emphasize the need to maintain systems that identify and track noncompliance and subsequent efforts to ensure correction. However, stakeholders agreed that noncompliance in the State is not considered a root cause, nor a barrier to improvement of the identified area of focus.

Consideration of Additional Data Needs – 1(e)

Additional data needs for selection of the State-identified Measurable Result for Children with Disabilities (SIMR) were not identified. Ongoing data collection systems established within the State's infrastructure were determined proficient for informing and tracking progress of the SIMR.

Stakeholder Involvement – 1(f)

For the purpose of the SSIP data analysis, TEA staff engaged with internal and external stakeholders in multiple levels of data review. Initial engagement was with internal stakeholders and data owners to pull together a broad array of data collections and information pertaining to students with disabilities in the State. TEA staff engaged with external stakeholders including the members of the Texas Continuing Advisory Committee (CAC), the Texas Continuing Improvement Steering Committee (TCISC), ESCs, and other advocacy and organization members initially to help identify and elicit feedback on broad areas of concern in the State. Once qualitative and quantitative data was amassed, findings were presented to the TCISC, whose membership includes representation from all other stakeholder groups. The TCISC serves as the main stakeholder workgroup tasked with the intensive and important work in the development of the SSIP. This group studied the data in terms of trends, concerns, and identification of potential root causes directly impacting results for students with disabilities. Upon recommendations from the TCISC, TEA staff engaged with internal stakeholders within the Agency to refine and further analyze selected and existing data.

Indicator 17: State Systemic Improvement Plan

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Analysis of State Infrastructure to Support Improvement and Build Capacity

A description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in LEAs to implement, scale up, and sustain the use of evidence-based practices to improve results for children with disabilities. State systems that make up its infrastructure include, at a minimum: governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring. The description must include current strengths of the systems, the extent the systems are coordinated, and areas for improvement of functioning within and across the systems. The State must also identify current State-level improvement plans and initiatives, including special and general education improvement plans and initiatives, and describe the extent that these initiatives are aligned, and how they are, or could be, integrated with, the SSIP. Finally, the State should identify representatives (e.g., offices, agencies, positions, individuals, and other stakeholders) that were involved in developing Phase I of the SSIP and that will be involved in developing and implementing Phase II of the SSIP.

Analysis of Infrastructure Capacity – 2(a)

Every two years the State analyzes its capacity and current infrastructure to support improvement and build capacity. The resulting State Strategic Plan is a five year plan that contains the Texas Education Agency's (TEA, or Agency) mission, philosophy, goals, objectives, and strategies. It is also the Agency's plan that documents what it intends to achieve with the funding received for public education, including how the agency will leverage funding, as well as implement its goals, objectives, and strategies to support improvement and build capacity at the local level.

TEA provides leadership, resources, and guidance for Texas LEAs. The following areas of professional knowledge and expertise are critical to perform TEA's core business functions and are included in the Agency organizational chart with accompanying full time equivalent staff positions:

- Accreditation and School Improvement
- Assessment and Accountability
- Data Analysis
- Educator Leadership and Quality
- Finance and Administration
- Grants and Federal Fiscal Compliance
- Information Technology /Statewide Education Data Systems
- Policy and Programs
- Standards and Programs
- Complaints, Investigations and Enforcement
- Texas Permanent School Fund

Systems within the State's Infrastructure – 2(b)

Governance

TEA consists of the commissioner of education and agency staff, as stipulated in §7.002(a) of the Texas Education Code (TEC). TEA is the State's executive agency for primary and secondary public education and is responsible for guiding and monitoring certain activities related to public education in Texas. The agency is authorized to carry out education functions specifically delegated under §7.021, §7.055, and other provisions of the TEC. This includes regulatory functions to administer and monitor compliance with regular and special education programs required by federal or state law, including federal funding and state funding for those programs. In addition, TEC §21.035 directs the agency to perform the administrative functions and services of the State Board for Educator Certification (SBE).

As provided by TEC §7.003, educational functions not specifically assigned to TEA or the State Board of Education (SBOE) fall under the authority of independent school districts (ISDs) and charter schools.

The TEC provides that the commissioner of education serves as the educational leader of the State, executive secretary of the SBOE, and executive officer of TEA. Providing general leadership and direction for public education, the commissioner's responsibilities include the following:

- Administering the distribution of state and federal funding to public schools
- Administering the statewide accountability system
- Administering the statewide assessment program
- Providing support to the SBOE in the development of the statewide curriculum
- Assisting the SBOE in the textbook adoption process and managing the textbook distribution process
- Administering a data collection system on public school students, staff, and finances
- Monitoring for compliance with certain federal and state guidelines

Quality Standards

The most important challenge facing Texas public education today is ending racial and socioeconomic academic achievement gaps. To meet the needs of the future, we must prepare all students to be college, career, and service ready. With that goal in mind, the Agency's focus for 2015-2019 includes the following quality standards:

- leading a statewide campaign to ensure that every student earns postsecondary credits while still in high school;
- maintaining the best campus and district accountability system in the nation, with great emphasis on ending the academic performance gap;
- developing a holistic teacher evaluation system that transforms the paradigm from compliance to support and continued feedback; and developing an educator preparation accountability system that produces new teachers with the classroom management skills and content knowledge sufficient to thrive on campuses with ever increasing ethnic and socioeconomic diversity;
- building an office of complaints, investigations, and enforcement that inspires public confidence;
- supporting the creation of a statewide network of reading/writing mentors/volunteers reinforcing that reading/writing are fun, the community cares, and a commitment to education can ensure success
- nourishing an exciting, rewarding, and respectful work environment for TEA employees; and
- exercising greater flexibility using federal funds to advance the State's, Agency's, and commissioner's goals

Quality academic standards are adopted by the State Board of Education (SBOE) for each subject of the State required curriculum. The SBOE has legislative authority to adopt the Texas Essential Knowledge and Skills (TEKS). The TEKS are the State's standards for what students should know and be able to do. SBOE members nominate educators, parents, business and industry representatives, and employers to serve on TEKS review committees. [The TEKS Subject area web page](#) provides information regarding the SBOE's process and current and previous reviews as well as the entirety of the TEKS by chapter, subject area review, grade level, and related TEKS documents.

Technical Assistance

TEA supports students, parents, teachers, and administrators, as well as other educational partners throughout the State. During the 2012–2013 school year TEA's student population exceeded 5.1 million, which included more than 440,000 children with disabilities served in special education, in either traditional public schools or charter schools. These students were enrolled in 1,200 plus school districts and open-enrollment charters including more than 8,700 schools, and educated by more than 334,000 teachers. Texas public school students are served in markedly diverse school settings. Districts range in size from less than one square mile to nearly five thousand square miles. In 2013 the smallest district in the State had a total enrollment of 13 students: Divide Independent School District (ISD). In contrast, Houston ISD's student population exceeded 210,000 students who received instruction at 283 school sites. These ISDs and charter districts (or local educational agencies, LEAs) are organized under 20 regional ESCs.

ESCs are an important partner with TEA in serving Texas LEAs. ESCs support the delivery of most major state educational initiatives and technical assistance for schools and provide a full range of core and expanded services to LEAs. The main functions and purpose of ESCs are to assist and support LEAs in meeting student performance standards; provide programs, services, and resources to LEAs to enhance teacher and school leader effectiveness; provide programs, products, services, and resources to LEAs to allow economical and efficient operations; provide assistance to LEAs in core services; and implement state and federal grant programs.

ESCs assist LEAs in operating more efficiently and economically through various instructional and non-instructional cooperative and shared services arrangements, regional and multiregional purchasing cooperatives, and other cost-saving practices such as serving as school district business offices that have a positive financial impact on Texas schools.

ESCs also provide many administrative services to LEAs. Core service activities include student performance and accountability; professional development for classroom teachers and administrative leaders; instructional strategies in all areas of statewide curriculum; and support to struggling campuses and districts.

Some ESCs include LEAs in counties that have been identified as border regions in the Texas Government Code (TGC) §2056.002(e) (2) and (3), specifically, the Texas-Louisiana and the Texas-Mexico border regions. Because many LEAs in those regions are likely to serve students who have relocated from Mexico or Louisiana, these ESCs provide specialized training in homeless and migrant education; professional development on strategies to meet the needs of English language learner (ELL) students, including the use of technological resources that are focused on language skills; health services; and testing program assistance to help ensure accurate assessment of newly enrolled students.

Fiscal

TEA is responsible for the 2014-2015 biennial expenditure of over \$42 billion in the State's General Revenue (GR) funds (including the Property Tax Relief Fund and Appropriated Receipts).

Federal funding for education amounted to over \$10.26 billion for the 2014-2015 fiscal biennium. Federal funding received by the agency falls mostly into three broad categories: funding for students with disabilities through the Individuals with Disabilities in Education (IDEA) Act, funding for economically disadvantaged students through the No Child Left Behind (NCLB) Act, and the federal Child Nutrition Program (CNP) (funded at TEA, but administered by the Texas Department of Agriculture).

TEA maintains a commitment to high standards of fiduciary stewardship over state and federal funds. There is an aggressive internal audit schedule, and TEA exercises oversight over local fiscal management through the Division of Financial Compliance and Federal Fiscal Monitoring.

The range of services that TEA and LEAs offer continues to be considered in light of tightening budgets and new technology. The agency is exploring and implementing new, cost-effective ways of providing high-quality education to all students. The Texas Virtual School Network (TxVSN) enables students around the State to take individual high school, advanced placement, or dual credit courses online or participate in a full time virtual instructional program beginning in grade three. For example, a student in a small West Texas LEA that does not offer Spanish III could take the course via her computer from a Texas-certified educator in Houston. The dual-credit program offers students the opportunity to receive both college and high school credit for completing approved college courses. Every high school in Texas is required to provide students with the opportunity to earn at least 12 college credit hours before graduating from high school; students in Early College High Schools (ECHS) can earn up to 60 college credit hours.

Professional Development

A statewide online learning environment is available for delivery of high-quality professional development to educators, supplemental lessons to students, and for sharing online resources with districts, campuses, parents, and community members.

The Project Share initiative uses Web 2.0 technology to provide educators and administrators with professional learning communities, engaging and interactive professional development, and tools for creating and sharing classroom curricula. Online professional development courses address content areas such as English language arts, mathematics, science, social studies, Career and Technical Education (CTE).

Student lessons provide supplemental instruction both in and out of class as students prepare for end-of-course assessments in English language arts, mathematics, science, and social studies. This online delivery method is designed to dramatically reduce costs while simultaneously increasing educator effectiveness and student success. Districts that have used Project Share have reported reductions in costs for maintaining server space, traveling to face-to-face professional development sessions, purchasing/developing student support materials, and licensing web space for district, campus, and classroom websites.

Data

The [Texas Student Data System \(TSDS\)](#) is TEA's vision for an enhanced statewide longitudinal data system that will streamline the LEA data collection and submission process; equip educators with historical, timely, and actionable student data to drive classroom and student success; and integrate data from preschool through postsecondary school for improved decision making. The evolution of this system is based on strategies to improve core issues with the existing [PEIMS](#) legacy data system, described in the SSIP section titled *Data Analysis*, which include:

- LEAs spend significant time providing data to TEA for PEIMS
- Cost to LEAs is estimated to be \$323M annually, statewide
- Data that is shared back with LEA is not timely nor in a very useful format
- Data rarely makes its way to the educators best positioned to improve student achievement

The TSDS solution is overseen by TEA with significant input from education stakeholder groups, including TEA staff, ESC staff, LEA educators, legislators, education research groups, educational organizations, and foundations. Implementation is mapped to stage over a 4 year period which began in the fall of 2013. Plans include full implementation of TSDS/PEIMS for all remaining students in the State by the end of the 2016-2017 school year.

All data collected by TEA must be reviewed via the [TSDS data governance](#) process. This process provides user oversight on how TEA collects legislatively mandated data from LEAs and on any changes to data collected for the studentGPS™ Dashboards. The operational data store (ODS) will allow student-level data to be loaded, stored, and protected in a manner that is consistent with the Family Educational Rights and Privacy Act (FERPA) as well as with the Health Insurance Portability and Accountability Act (HIPAA).

The State's commitment to continued improvement and high-quality effective systems is evident in the products being leveraged. The TSDS [Unique ID](#) project received a Best of Texas award from the Center for Digital Government, a national research and advisory institute on information technology policies and best practices in state and local government. The Center for Digital Government's Best of Texas Awards program recognizes government organizations for their contributions to information technology in Texas.

In time, more TEA data collections will be folded into TSDS, reducing redundant data loads by allowing users to repurpose information they've loaded to the ODS, and reducing learning curves for users of multiple systems.

Accountability

In 1993, the Texas Legislature mandated the creation of a Texas public school accountability system to evaluate district and campus performance. Two overarching goals were identified for the accountability system: to improve student achievement in core content areas of reading, writing, and mathematics and to close performance gaps among student groups. The first accountability system was developed with the assistance of an educator focus group (comprised of principals, superintendents, district administrators, and ESC representatives) and a commissioner's accountability advisory committee (composed of legislative representatives, business and community members, district and campus administrators, and ESC representatives). The system assigned state accountability ratings to

districts and campuses based largely on indicators that measured the Texas Assessment of Academic Skills (TAAS) passing rates in reading, mathematics, and writing for students in grades 3 through 11, annual dropout rates, and attendance rates for All Students as well as African American, Hispanic, White, and economically disadvantaged student groups that met minimum size criteria. Students receiving special education services for whom TAAS was determined to be an appropriate measure of their academic achievement by their admission, review, and dismissal (ARD) committee were included in the TAAS indicators.

In 2002, the Texas Legislature mandated additional revisions, and development of the State's second accountability system began in 2003. Under this system, TEA assigned state accountability ratings from 2004-2011 based on indicators that measured the more rigorous Texas Assessment of Knowledge and Skills (TAKS), a longitudinal completion rate, as well as other requirements that expanded the system to include more subjects and grades.

In Texas, 2003 was the first year of implementation of new federal accountability requirements. The *No Child Left Behind Act of 2001* (NCLB) reauthorized and amended federal programs established under the *Elementary and Secondary Education Act of 1965* (ESEA). Provisions of this statute required that Adequate Yearly Progress (AYP) statuses of *Met AYP*, *Missed AYP*, and *Not Evaluated* be assigned to all districts and campuses. Federal regulations required that AYP report three indicators for each district and campus in the State: (1) reading/English Language Arts (ELA); (2) mathematics; and (3) an "other" measure. The reading/ELA and mathematics indicators each consisted of a performance and participation component based on the reading/ELA and mathematics TAKS assessments administered to students in Grades 3–8 and 10. Under the "other" measure, either graduation rate or attendance rate could be evaluated based on the grades offered in the district or campus. Graduation rate was used for high schools, combined elementary/secondary schools offering Grade 12, and districts offering Grade 12. Attendance rate was used for elementary schools, middle/junior high schools, combined elementary/secondary schools not offering Grade 12, and districts not offering Grade 12.

States were required to evaluate AYP indicators for each of the following student groups: major racial and ethnic groups, economically disadvantaged, special education, and English language learners (ELL, formerly referred to as limited English proficient or LEP). Additionally, each state was required to establish a timeline to ensure that not later than the 2013-2014 school year, all students in each group would meet or exceed state performance standards.

Separate state and federal accountability systems were implemented in Texas until the USDE approved the State's waiver request on September 30, 2013, which waived the 2012-13 AYP calculations and allowed the State's existing systems of accountability and interventions to guide the support and improvement of schools. As a result of the approved ESEA Flexibility Waiver, the State accountability system safeguard information was used to meet federal accountability requirements to identify Priority and Focus Schools that are eligible for additional federal funding while subject to a series of federally prescribed interventions.

In 2013, the agency notified districts that ratings of *Met Standard*, *Met Alternative Standard*, or *Improvement Required* would be assigned under the new system. These ratings would be based on four performance indices for Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness.

The indices were designed to include assessment results from the STAAR testing program, graduation rates, and rates of students graduating under the Recommended High School Program and Distinguished Achievement Program. In addition to evaluating performance for all students, the performance index framework included evaluation of the following student groups - African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races, Students Served by Special Education, Economically Disadvantaged, and ELLs. Students served by special education and ELLs were evaluated for the first time as separate student groups in the State's accountability system in the student progress and postsecondary readiness indices. The performance indexes also included student performance on the alternate assessments, STAAR Modified and STAAR Alternate, for grades 3-8 and end-of-course.

System safeguards were incorporated into the index system to ensure that performance on each subject, indicator, and student group was addressed and that all state and federal accountability requirements were incorporated into

the new accountability system. System safeguard reports were developed to provide disaggregated results with percent of measures and targets met for all of the student groups.

As required by Texas state law, the new accountability system was also designed to award distinction designations to campuses based on campus performance compared to a group of campuses of similar type, size, and student demographics. In 2013, campuses were eligible for up to three distinction designations: top 25% student progress, academic achievement in reading/English language arts, and academic achievement in mathematics.

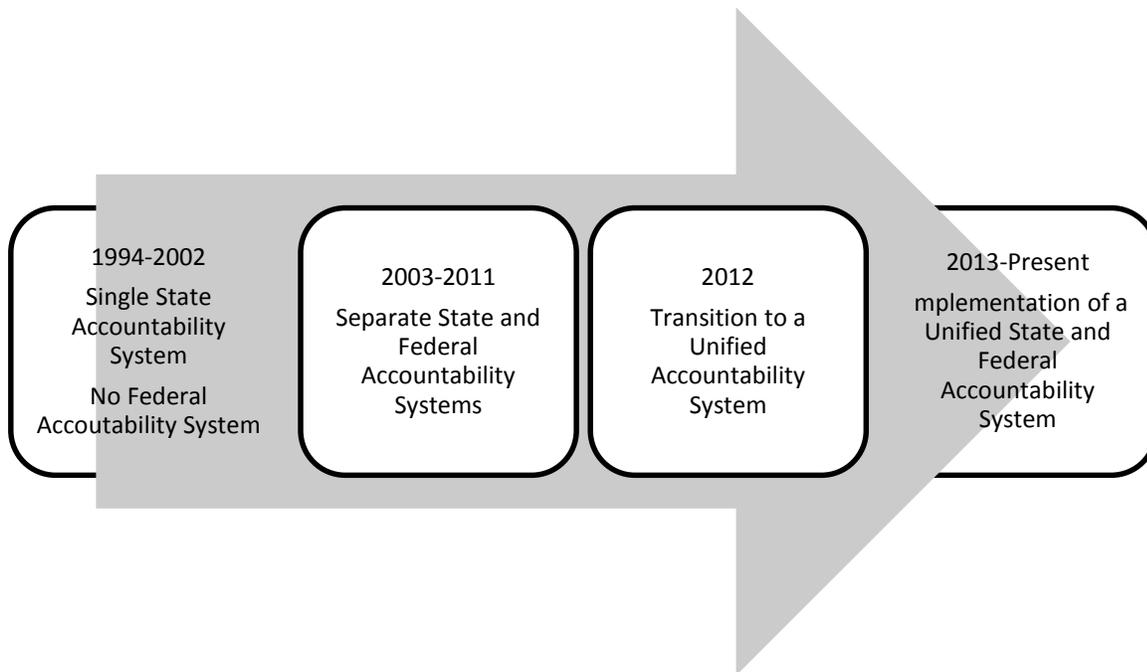
On August 8, 2013, the Texas state accountability ratings, distinction designations, and system safeguard reports were released on the TEA website. For 2013, the State's accountability report disaggregated safeguard measures included four components: (1) performance rates; (2) participation rates; (3) graduation rates; and (4) limits on use of alternative assessments. The disaggregated performance results of the State's accountability system serve as the basis of safeguards for the accountability rating system to ensure that poor performance in one area or one student group is not masked in the performance index.

The 2013 ratings criteria and targets for the performance indices were applicable to 2013 only, since the rating system could not be fully implemented in the first year because of statutory requirements, including the evaluation of advanced performance in closing performance gaps and certain measures of postsecondary readiness. In addition to the planned transitional changes for 2014, House Bill 5, 83rd Texas Legislature, 2013, made further changes to the rating system. Because of the many issues that need to be addressed, as well as the continuing implementation of the STAAR system and new graduation requirements, development of the new accountability system is ongoing, and it will be several more years before full system stability can be achieved.

Revisions to the accountability system for 2014 included increased rigor with slightly higher index targets, the inclusion of additional ELL student results in the evaluation of the performance indexes, and a postsecondary readiness indicator added to the Postsecondary Readiness index. Also in 2014, an additional four distinction designations (academic achievement in science, academic achievement in social studies, top 25 percent closing performance gaps, and postsecondary readiness), were assigned to campuses, and a new distinction designation based on postsecondary readiness was assigned to districts.

The evolution of Texas' accountability systems from 1994 to the present is summarized in Figure 1. As evidenced in the Agency's Strategic Plan and identified in the Agency Priorities, the State continues to strive toward maintaining the best campus and district accountability system in the nation, with great emphasis on ending the academic performance gaps in alignment with the SSIP and identified measurable result.

Figure 1 – Texas Accountability Systems (1994-Present)



Monitoring

Prior to 2003, TEA's required program monitoring efforts focused solely on program compliance through the implementation of an on-site monitoring system, District Effectiveness and Compliance (DEC). Under the DEC system, districts were identified cyclically by TEA for on-site visits.

HB 3459, 78th Texas Legislature, 2003, added TEC §7.027, which placed a limitation on compliance monitoring, effectively discontinuing the DEC system. In addition, this legislation charged local boards of trustees, rather than TEA, with primary responsibility for ensuring districts' adherence to the requirements of the State's educational programs, which discontinued TEA's previous monitoring of certain programs such as gifted and talented. Legislation passed in 2005 renumbered TEC §7.027 to TEC §7.028.

Beginning in the fall of 2003, TEA worked closely with several focus groups to develop a program monitoring framework that would address the deficiencies identified in DEC and also meet a diverse set of state and federal monitoring requirements. TEA's work with the focus groups was informed by legislative advice and guidance from TEA's legal counsel. The focus groups were comprised of teachers, principals, administrators, curriculum staff, program directors, superintendents, ESC personnel, and representatives from various other educational and advocacy organizations.

In addition to recommending a series of guiding principles for the new program monitoring system, the focus groups provided critical input on factors they considered to be important indicators of the effectiveness of a district's program for special populations. For the special education program area, the program effectiveness considerations that were identified included the following:

- Do students with disabilities have a high rate of access to the general curriculum and the regular classroom?
- When they have access to the general curriculum, do they perform satisfactorily on the student assessment instruments designed to measure their knowledge and skills?
- Do students with disabilities remain in school through the end of their secondary schooling?

- When they remain in school, are they able to graduate at high rates?
- Do the types of diplomas they earn reflect a meaningful rate of access to the general curriculum?
- Does the district's special education program identify students for special education services based on the student's disability, not the student's English language proficiency or race/ethnicity?

As the focus groups considered the various programs that would comprise the new monitoring system (bilingual education/English as a Second Language; Career and Technical Education; Title I, Part A; Title I, Part C; and special education), strong support was expressed for developing a unified approach that would encompass all program areas into a single monitoring system, including the alignment of indicators across program areas whenever possible. To meet this objective, the agency developed the Performance-Based Monitoring Analysis System (PBMAS), which was implemented for the first time in 2004.

In addition to integrating four diverse program areas into one system, the PBMAS was designed to rely on indicators of *student performance* and *program effectiveness* rather than compliance-based measures, thereby ensuring the overall focus of the new monitoring system would be driven by factors that contribute to positive results for students. Additionally, the PBMAS was designed to take advantage of the significant amount of reliable and comprehensive data reported annually by districts rather than relying exclusively on expensive, time-consuming, and resource-intensive on-site visits as the primary mechanism to inform monitoring determinations and interventions. On-site monitoring would continue to be used when necessary and appropriate, but it would no longer be the only strategy.

With the PBMAS, the agency transformed program monitoring from a stand-alone, cyclical, compliance, on-site monitoring system to a data-driven, results-based system of coordinated and aligned monitoring activities. This transformation enabled the agency to also implement targeted, rather than arbitrary, interventions based on the extent and duration of student performance and program effectiveness concerns identified by the PBMAS. Additionally, with the implementation of the PBMAS and its graduated approach to interventions, the agency was able to meet its obligation to monitor every school district every year.

In implementing the PBMAS, the agency was also able to address two other critical goals expressed by its focus groups: that the new system needed to be publicly transparent and that it should measure and report whether the districts' programs for special populations were having a positive, quantifiable impact on student performance results. While no DEC information was made public, each component and indicator included in the PBMAS is fully described in an annual [PBMAS Manual](#) that is publicly posted on TEA's web site. Additionally, beginning with the first PBMAS released in 2004 and continuing annually since then, every district's [PBMAS report](#) has been publicly posted on the agency's website. In 2006, state-level versions of the PBMAS report were developed and publicly posted, and a year later, ESC versions of the PBMAS reports were added.

Since 2004, the development and implementation of the PBMAS has occurred within a framework of system evolution. In addition to revisions required over time as new legislation was passed and new assessments were developed, the design, development, and implementation of the agency's program monitoring system has continued to be informed by public advice and evolving needs.

In response to legal proceedings concerning students residing in the State's residential facilities (RFs), the agency also developed a separate monitoring system that specifically addressed findings from a federal lawsuit. On April 15, 2004, the United States District Court for the Western District of Texas, Austin Division issued a decision in the *Angel G. v. Texas Education Agency* lawsuit and determined that TEA must develop a monitoring system to ensure that students with disabilities residing in RFs receive a free appropriate public education. On May 17, 2004, TEA filed a Notice of Appeal in the United States Court of Appeals for the Fifth Circuit. During the pendency of the appeal, the parties agreed to enter into a consent decree to resolve the dispute and to achieve a common goal of developing and implementing an effective RF monitoring system.

The premise of the consent decree and the RF monitoring system was that students with disabilities residing in RFs were a unique and vulnerable population in that they were often separated from their parents/guardians and had little access to family members who could advocate for the educational services they required. As a result, there was a

need to protect the educational rights of RF students through a monitoring system specifically designed to address their unique circumstances.

The terms of the consent decree began in the 2005-2006 school year and continued through the 2009-2010 school year. By December 31, 2010, either party could return to the court to ask for an extension of the decree. Neither party asked for an extension. As a result of the monitoring conducted under the consent decree, TEA identified an ongoing need to oversee and monitor the programs provided to students with disabilities who reside in RFs. Accordingly in 2011, the commissioner of education adopted formal rules through which TEA would continue to meet its federal and state special education monitoring obligations for this population of students. Adopted 19 Texas Administrative Code (TAC) §97.1072 gave TEA authority to continue the RF monitoring system.

The evolution of Texas' monitoring systems from 2004 to the present, including federally required LEA determinations, is summarized in the following two figures. Figure 2 illustrates the three stand-alone systems that were implemented during 2004-2011. Although the PBMAS integrated and unified four diverse program areas into a single monitoring system, the RF monitoring system and federally required district determinations were implemented as separate systems. Interventions were determined separately for each individual PBMAS program area and for RF monitoring and federally required determinations. Additionally, two separate accountability systems with two separate interventions components were implemented during this time.

Figure 2 – Implementation of Stand-Alone Special Education Monitoring Systems (2004-2011)

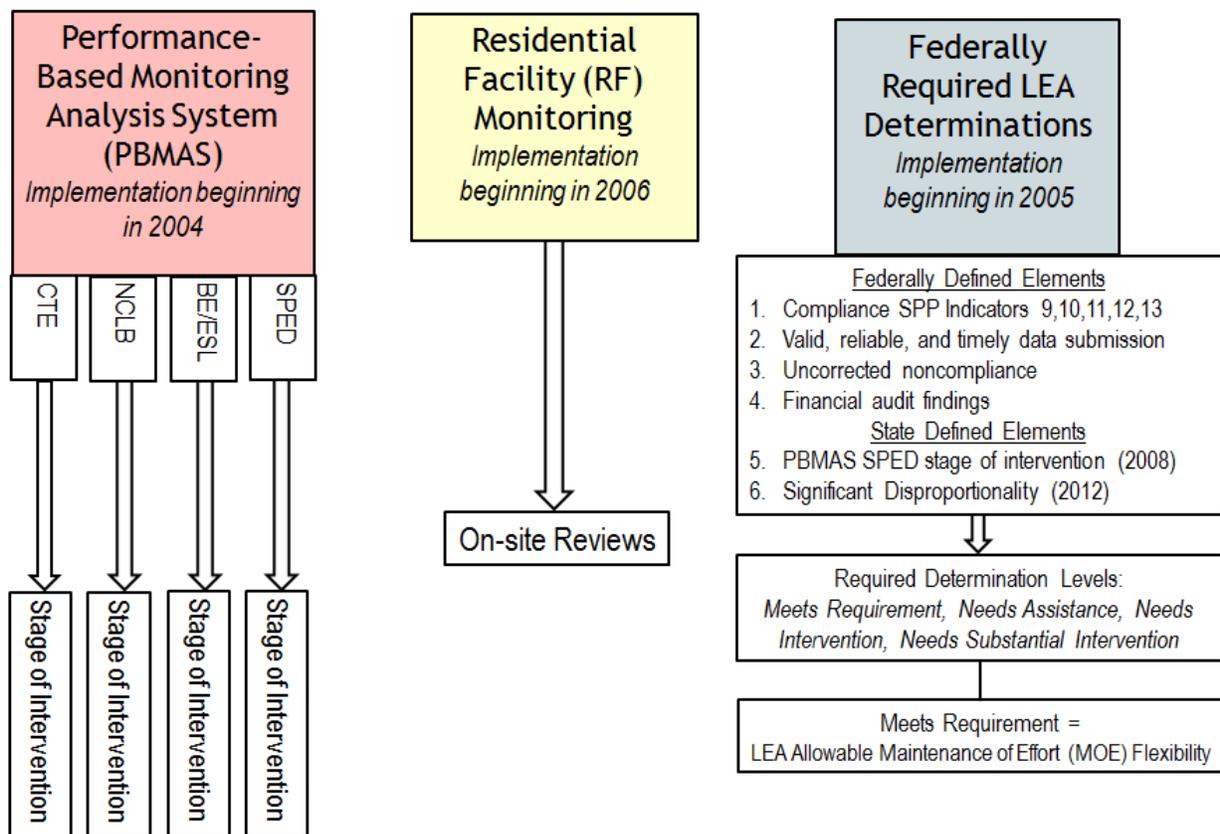
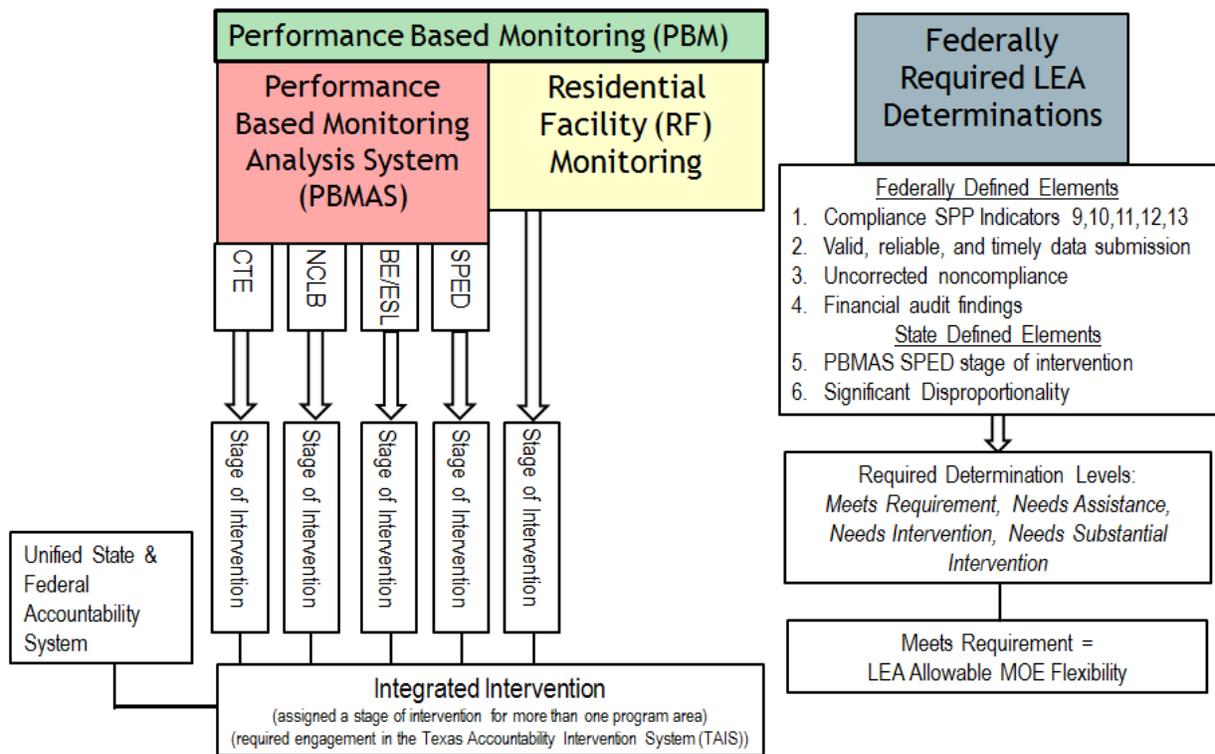


Figure 3 shows the transition to a unified special education monitoring system that began in 2012. RF monitoring was integrated into the overall PBM framework, and integrated interventions were initiated through the Texas Accountability Intervention System (TAIS), which is described further in the **Interventions** section below. The interventions resulting from the single, unified state and federal accountability system were also incorporated into TAIS.

Figure 3 – Transition to a Unified Special Education Monitoring System (2012-Present)



Since 2012, as part of its annual systems review and development process, TEA has continued to align and unify its special education monitoring systems, including aligning specific indicators where appropriate as well as continuing to identify options for further aligning and unifying the systems themselves. This process supports two of the monitoring systems' guiding principles: system evolution and coordination.

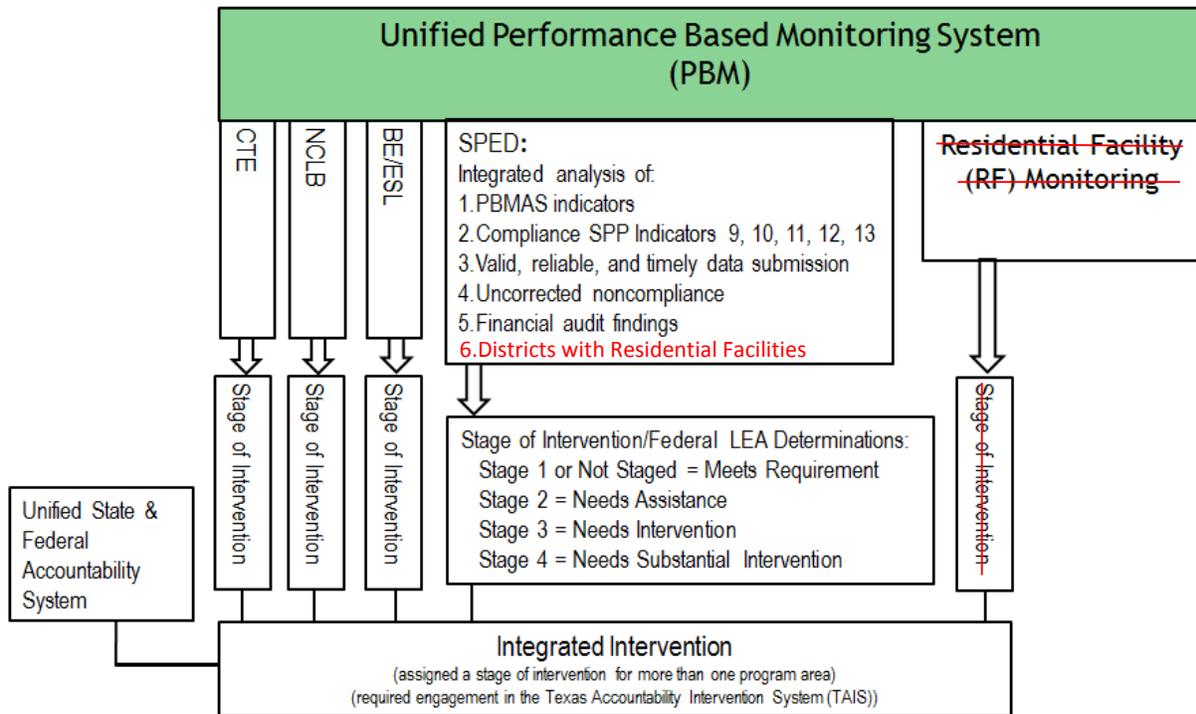
As TEA continues efforts to align and unify its special education monitoring systems, it anticipates further alignment is possible beyond the alignment illustrated in Figure 3.

Specifically, for 2015 and beyond, TEA proposes to integrate federally required district determinations into the overall PBM system. When this proposal is implemented, it will not only result in districts receiving one intervention stage that incorporates federally required district determinations, but the timeline for data collection and reporting can be greatly streamlined. Additionally, by integrating determinations into the overall PBM system, the separate state defined element analyzing PBMAS special education stage of intervention will no longer be necessary. The second state defined element, significant disproportionality, would also be eliminated from the integrated PBMAS intervention stage that incorporates federally required district determinations, and the (current) two separate uncorrected noncompliance components would be merged into one. Figure 4 illustrates the additional alignment and unification of systems. Note that Figure 4 includes the current federally required elements for district determinations, some of which

may change after the Results-Driven Accountability (RDA) system is fully implemented. The current federally required elements for district determinations may also change as a result of changes or reauthorizations to current federal laws.

After the RDA system is fully implemented by the Office of Special Education Programs (OSEP), TEA will integrate any new federally required elements for district determinations into the overall PBM system to ensure continued system alignment and unification.

Figure 4 – Unified Special Education Monitoring System (2015 and Beyond)*



*The State has further aligned and unified its monitoring systems to incorporate residential facility monitoring into its integrated analysis of state indicators and federally required elements resulting in districts receiving one intervention stage/determination rating for special education monitoring purposes.

Interventions

While the PBMAS serves as the initial component to identify potential student performance and program effectiveness concerns, a second component—the interventions component—was developed to include the specific processes and activities the agency would implement with individual school districts after the initial PBMAS identification occurred. Like the PBMAS, these interventions, initially developed in 2004, were designed to support the State’s goal of promoting positive results for students served in state and federal programs.

Although interventions activities and strategies were designed to be comparable across the PBMAS program areas, they were not initially integrated into one unified interventions system. The first two components of the PBMAS interventions process to be aligned were *monitoring activities* and *interventions stages*. First, regardless of the PBMAS program area, PBMAS monitoring interventions were designed to focus on continuous improvement within a data-driven and performance-based system. In implementing this model, the agency developed a variety of interventions activities for districts to engage in locally, including activities that emphasized data accuracy, data

analysis, increased student performance, and improved program effectiveness. Specific required intervention activities were designed to include focused data analyses, submission of local continuous improvement plans for state review, program effectiveness reviews, compliance reviews, provision of public meetings for interested community members, and on-site reviews conducted by agency monitors.

The second component of the PBMAS interventions process that was aligned across the different PBMAS program areas was interventions staging. A graduated interventions approach was developed to ensure that differentiation of intervention staging for districts would ensue based on the degree of program effectiveness concern initially indicated by the overall results across a program area's PBMAS indicators as well as instances of low performance on individual program-area PBMAS indicators.

A process for assigning districts required levels of intervention or stages 1, 2, 3, or 4 for each PBMAS program area was designed. Districts are assigned a separate intervention stage for each program area to ensure required district monitoring activities are targeted to address unique program needs and to meet state and federal statutory requirements for performance interventions and compliance reviews specific to each program area. All intervention stages require a locally-developed improvement plan for the specific program area identified with program effectiveness concerns, and additional interventions activities are required at the higher stages of intervention.

After evaluating the PBMAS interventions process that was implemented from 2005-2010, the agency recognized that the monitoring activities required in the interventions process could be aligned even further. While the separate program-area staging ensured that unique needs and requirements for each program were suitably addressed, it also had an unintended consequence for districts staged in more than one program area. These particular districts were conducting monitoring activities for each program area separately, which may have resulted in a district conducting four focused data analyses, four program effectiveness reviews, four public meetings, developing four improvement plans, and perhaps receiving multiple on-site visits.

In 2011, to address this unintended consequence and to facilitate districts' implementation of a single, district-wide set of monitoring and improvement activities, the agency revised its PBMAS interventions process so that, for districts staged in multiple programs, *integrated* intervention activities and reviews were initiated. These integrated intervention activities included comprehensive data reviews across all program areas, a student level review, focused data analysis, and the development of a continuous improvement plan. Additionally, if TEA determined that a district in integrated interventions needed further activities to identify causal factors of low performance and program ineffectiveness, agency monitoring staff could develop customized activities on a case-by-case basis.

As the State transitioned to a single, unified accountability system, there was an opportunity to integrate and align the interventions process even further. In 2012, PBMAS and accountability interventions became part of a fully integrated interventions system, the Texas Accountability Intervention System (TAIS). All districts that are staged in the PBMAS interventions system and/or that do not meet accountability standards conduct integrated activities focused on continuous and sustained improvement, including data analysis, needs assessment, and the development of a single, targeted improvement plan to improve performance of all students and increase effectiveness of all programs.

Under IDEA, states are required to make annual determinations for every LEA using the categories of *Meets Requirements*, *Needs Assistance*, *Needs Intervention*, or *Needs Substantial Intervention*. As implied, these categories represent various intensities of required technical assistance and/or intervention.

As illustrated in Figure 4, the stage of intervention will correlate with federally required LEA determinations designations. The system will continue to use a graduated interventions approach to ensure that differentiation of intervention staging/determinations for districts will be based on the degree of program effectiveness concern.

System Strengths – 2(c)

Given the history and evolution of the State's systems for data collection, accountability standards, monitoring and intervention activities, provision of technical assistance and professional development, and public reporting, one of the State's current strengths is the existence and stability of these systems. As previously described, each of these systems provides its own unique purpose within the parameters of what it is designed to do, but relies heavily on other systems to inform, coordinate, and evaluate so that efforts and resources are streamlined and ultimately benefit results for all children.

Another strength lies in the multiple layers of support and infrastructure within the State. Departments and divisions within the Agency provide services and capacity for a variety of student needs. Services unique to children with disabilities do not reside in one place. Rather, activities related to monitoring and interventions, technical assistance, and professional development span the Agency and the State through the 20 regional ESCs. As a result, each cannot operate in a vacuum and continue to be viable and effective over time. These systems interact in a coordinated manner and are focused on improving results for all children, including those with disabilities as evidenced in the continued improvement achieved across multiple elements that are key to student success and included in the State's data analysis.

The Agency has also maintained a longstanding philosophy to support stakeholders of public education to best achieve local and state education goals for students by respecting the primacy of local control so that the most important decisions are made as close as possible to students, schools, and communities. This philosophy is based on the idea that all parties, as well as every TEA employee, must work together efficiently and effectively to support and improve teaching and learning in Texas public schools. TEA puts its philosophy into action with a consistent focus on results, fact-based decision-making and value-added analysis. This strength of collaboration is supported by the way in which infrastructures operate with the overall governance and fiscal responsibilities of the Agency's operations.

Although strong in its stability, support, and collaborative nature, TEA continuously strives to improve its infrastructure and systems that will have the most impact on results for all children. The State Identified Measurable Result (SIMR), specific to reading proficiency, has long been a focus in the State and included in the State's framework of system evolution. The SIMR was selected based on concerns related to the rate of improvement within the focus area given the State's relatively recent and ongoing implementation of the new STAAR program, and the desire to continue to build on current infrastructure strengths and improvement strategies across the State, while also employing new ideas and innovation of thought through the ongoing evolution.

State Level Improvement Plans and Initiatives – 2(d)

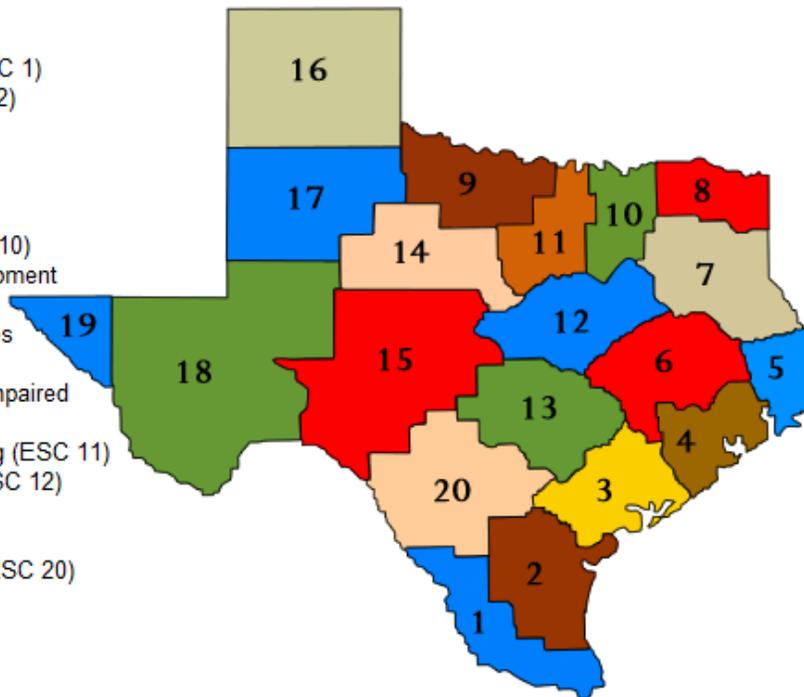
Specific areas of focus include special and general education initiatives and collaborations that are aligned and integrated within the scope of anticipated results of implementation of the SSIP.

Inherent to the structure and commitment of resources, the 20 regional ESCs are the frontline to implementation of any state level improvement plans and initiatives. Through statewide leadership projects and functions funded by IDEA B resources, there exists a layer of support for implementing the State's identified priorities and needs. Figure 5 illustrates the existing geographic regions and corresponding ESC projects and functions.

Figure 5 – Education Service Centers Map and Special Education Statewide Leaderships

Statewide Leaderships

- Disproportionate Representation (ESC 1)
- Autism Statewide Conference (ESC 2)
- Low Incidence Disabilities (ESC 3)
- Assistive Technology (ESC 4)
- Behavior Support (ESC 4)
- Parent Coordination (ESC 9)
- Special Education Information (ESC 10)
- Professional Preparation and Development (ESCs 10, 17, Rider 21)
- Transition and Post School Outcomes (ESC 11)
- Services for the Blind and Visually Impaired (ESC 11)
- Services for Deaf and Hard of Hearing (ESC 11)
- Evaluation Statewide Conference (ESC 12)
- Autism Training (ESC 13)
- Legal Framework (ESC 18)
- Access to the General Curriculum (ESC 20)



In addition to the State’s commitment of resources found in the ESC infrastructure of technical assistance and support, these are found in collaborative projects and institutes of higher education (IHE) grants, and interagency coordination within special education and general education projects. Currently, two IHE grants reside with the University of Houston (UH)–Houston, and the University of Texas (UT)–Meadows Center. These grants are specific to Learning Disabilities Intervention at UH-Houston, and RTI capacity building at UT–Meadows Center. Other collaborative projects include Write for Texas, a professional development initiative with UT–Meadows Center designed for secondary teachers of all subject areas specific to providing effective writing instruction for English language learners and students receiving special education services; Restorative Practices, a project with UT’s Institute for Restorative Justice and Restorative Dialogue (IRJRD) providing training for implementation of alternative discipline practices; the Elementary School Students in Texas: Algebra Ready (ESTAR) and Middle-School Students in Texas: Algebra Ready (MSTAR) Universal Screeners and Diagnostic Assessments, a project with Region 13 and Southern Methodist University (SMU) providing an online formative assessment system administered to students in grades 2-4 (ESTAR) and grades 5-8 (MSTAR); and the Professional Development for Transition from STAAR-M project with UT-Meadows Center providing online resources containing information and ideas for additional instruction and interventions for students who struggle with literacy skills.

Although all of these initiatives and collaborations are thought to play a very important part in the overall achievement of state level improvement plans, stakeholders identify a few as particularly relevant in relation to the SIMR and currently aligned and integrated within systems identified in the SSIP. These include:

- the Behavior Support Network led by ESC 4;
- the Disproportionate Representation Network led by ESC 1;
- the collaborative project *Write for Texas* with UT-Meadows Center;
- the collaborative with UT’s IRJRD toward implementation of alternative discipline practices; and
- the anticipated expansion of existing Reading Academies (discussed in the SSIP section titled *Selection of Coherent Improvement Strategies*) outlined in the [Agency’s Legislative Appropriations Request under the Literacy Initiative Exception Item #1](#).

Representatives in Development and Implementation – 2(e)

Direct and substantial involvement of Phase I of the SSIP and representatives that will be involved in development and implementation of Phase II include the following:

- The Texas Education Agency - cross divisional staff involved in the areas of governance, fiscal, professional development, data, technical assistance, accountability/monitoring, and quality standards
- Regional Education Service Centers – representatives from the 20 regional ESCs were involved in the Phase I development of the SSIP, and all 20 ESCs will be directly involved in the implementation of Phase II of the SSIP
- Advocacy – representation from various groups including Disability Rights-Texas, The ARC of Texas, education and law advocacy, and Texas Council of Administrators of Special Education (TCASE)
- Parents- parents of students with disabilities included and represented on the Continuous Advisory Committee (CAC) and the Texas Continuous Improvement Stakeholder Committee (TCISC)
- LEA Administration- representatives of small, medium, and large school districts and public charter schools including superintendents, principals, special education directors, and coordinators of services
- LEA Staff- teachers, diagnosticians/licensed specialists in school psychology (LSSPs), related service personnel
- Institutes of Higher Education- representatives from colleges and universities
- Related Services – representatives of licensing and coordinating boards for related service providers
- Other State Agencies- representatives from other state agencies including the Department of Assistive and Rehabilitative Services (DARS)/Early Childhood Intervention (ECI) Services, Texas Juvenile Justice Department (TJJD), Texas Health and Human Services Commission (HHSC or HHS), and Texas Council for Developmental Disabilities (TCDD)

Stakeholder Involvement – 2(f)

In 2013 the Texas Legislature approved Senate Bill 1, General Appropriations Act, Rider 70. It required the Texas Education Agency (TEA) to ensure all accountability, monitoring, and compliance systems related to special education are non-duplicative and unified and focus on positive results for students in order to ease the administrative and fiscal burden on districts. Rider 70's provisions align with, and build upon, the coordination and alignment strategies implemented by TEA in its obligation to meet a diverse set of state and federal monitoring, accountability, and compliance requirements. The specific language reads:

Rider 70. Special Education Monitoring. Out of funds appropriated above, the Texas Education Agency (TEA) shall ensure all accountability, monitoring, and compliance systems related to special education will be non-duplicative, unified, and focus on positive results for students in order to ease the administrative and fiscal burden on districts. TEA shall solicit stakeholder input with regard to this effort. TEA shall issue a report to the Lieutenant Governor, Speaker of the House, the Legislative Budget Board, and the presiding officers of the standing committees of the legislature with primary jurisdiction over public education no later than January 12, 2015 regarding the agency's efforts in implementing the provisions of this rider. In the report, TEA shall include recommendations from stakeholders, whether those recommendations were adopted, and the reasons any recommendations were rejected.

At the same time, states were learning more about the specific expectations of OSEP's new vision of a revised system of Results-Driven Accountability (RDA) that would align all components of accountability in a manner that better supports states in improving results for students with disabilities, and the requirements for development, implementation, and evaluation of a new State Performance Plan (SPP) Indicator 17 otherwise known as SSIP.

In meeting the requirements of Rider 70 and OSEP's system of RDA including Indicator 17, TEA built upon its longstanding history of stakeholder involvement inherent to the Texas Continuous Improvement Process (TCIP) model.

Internal stakeholders began meeting weekly to review existing accountability, monitoring, and compliance systems related to special education and how those systems have evolved and include integrated and collaborative initiatives and activities at the state, regional, and local level. These internal reviews identified potential areas for infrastructure and systems improvement early in the process for infrastructure analysis in development of the SSIP.

Initially external stakeholders were asked to publically comment on existing systems in response to a notice published in the [Texas Register on November 1, 2013](#). Once comments were received, TEA prepared to include each recommendation contained within the comments and the status of whether those recommendations were adopted, and the reasons any recommendations were rejected in the [Rider 70 report](#). In early spring 2014, TEA met with groups who made public comment to ensure clarity in the recommendations as well as to engage these stakeholders in discussions that would later shape how informal work groups and existing stakeholder groups could be improved to provide better input to ongoing discussions pertaining to the State's infrastructure to support improved results for children with disabilities in the State.

In consideration of internal and external recommendations, existing and new stakeholder groups evolved. These workgroups/stakeholders have been tasked with providing input and feedback on a variety of topics in line with the development and implementation of the SSIP. In particular and specific to infrastructure analysis of existing systems of monitoring, interventions, technical assistance, data collection, and ongoing needs of support identified in the State, these specific groups have engaged in face-to-face and virtual meetings, and other communication modalities with TEA. These groups are vital to the continued work essential to support of the State's infrastructure and SSIP success.

Indicator 17: State Systemic Improvement Plan

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

State-identified Measurable Result(s) for Children with Disabilities

A statement of the result(s) the State intends to achieve through the implementation of the SSIP. The State-identified result(s) must be aligned to an SPP/APR indicator or a component of an SPP/APR indicator. The State-identified result(s) must be clearly based on the Data and State Infrastructure Analyses and must be a child-level outcome in contrast to a process outcome. The State may select a single result (e.g., increasing the graduation rate for children with disabilities) or a cluster of related results (e.g., increasing the graduation rate and decreasing the dropout rate for children with disabilities).

Alignment of SIMR – 3(a)

Statement

Increase the reading proficiency rate for all children with disabilities in grades 3-8 against grade level and alternate achievement standards, with or without accommodations.

Description

The State Identified Measurable Result (SIMR) selected by Texas is a child level outcome aligned with Indicator 3C in the current FFY 2013 SPP/APR. The measurement will include the results for all students with disabilities grades 3 through 8 in reading proficiency as measured on the State of Texas Assessment of Academic Readiness (STAAR) against grade level and alternate achievement standards, with or without accommodations.

Basis of SIMR – 3(b)

A review of the State's context in key component areas was integral to the process of identifying the SIMR.

Data and Infrastructure Analysis

The review began with identifying a need. Data analysis led to identification of potential SIMRs ripe for further discussion and input from stakeholder groups. Feedback included recommendations for more intense review and data disaggregation by race and ethnicity, disability, placement, discipline, and performance by regional and local areas to determine how narrow the focus needed to be. As a result, broad stakeholder agreement emerged in identifying the need to focus in an area that impacts multiple child-level outcomes including achievement, graduation, dropout, and post-secondary success. Additionally, during infrastructure analysis there was agreement that using current systems that address effective practices and desired results through performance-based monitoring, coherent improvement strategies, and technical assistance has resulted in significantly improving outcomes for children with disabilities in the State in multiple areas over the last 10+ years. Therefore the identified potential SIMRs would be supported by those existing infrastructures in the State, and improvement strategies could be implemented quickly.

Alignment with Current Agency Initiative and Priorities

Agency priorities and goals outlined in the [State Strategic Plan](#) support ending academic achievement gaps and provide strategies and objectives that are measured by outcomes for children and youth.

The SIMR and associated improvement strategies outlined in the SSIP section titled *Selection of Coherent Improvement Strategies* would be supported through current Agency initiatives and collaboration projects. These include:

- the Behavior Support Network led by ESC 4;
- the Disproportionate Representation Network led by ESC 1;
- the collaborative project *Write for Texas* with UT-Meadows Center;

- the collaborative with UT's IRJRD toward implementation of alternative discipline practices; and
- the anticipated expansion of existing Reading Academies (discussed in the SSIP section titled *Selection of Coherent Improvement Strategies*) outlined in the [Agency's Legislative Appropriations Request under the Literacy Initiative Exception Item #1](#).

Systemic Process Engagement

Key to success of any program or initiative is how well supported it is by stakeholders and how well resources are leveraged. To determine whether the identified SIMR could pass this test for success, the State engaged in a systematic process to select its SIMR.

State resources and structures have traditionally been reviewed as part of multiple processes inherent to legislative, rule-making, budget, and existing continuous improvement efforts in the State. Further review revealed sound processes exist in the State to support alignment of resources toward agency initiatives and priorities as well as mechanisms for adding, revising, and focusing those resources at the state, regional, and local level efforts. Some identified resources leveraged by the State affecting the area of focus include accountability frameworks that examine student achievement, student progress, efforts to close achievement gaps, and post-secondary readiness; 20 regional ESCs that deliver high quality, evidence-based technical assistance to effectively provide services that improve results for children with disabilities; and financial resources allocated in alignment with the budget structures found within the agency goals and objectives.

The organizational capacity of the Agency to support the adoption and scale-up of coherent improvement strategies designed to improve the identified results area included a review of sufficient staff availability and competency, effective organization, and sufficient leadership support. Given the existing Agency organization and capacity, the existing 20 regional ESC network, and leadership support outlined in the [State Strategic Plan](#), stakeholders agreed that the State has sufficient organizational capacity, and is well prepared to continue with existing strategies and support any new initiatives or improvement strategies associated with the focus area identified in the SSIP. Ongoing self-analysis and stakeholder review processes built into the current Texas Continuous Improvement Process (TCIP) will allow for timely identification of staff, organization, or leadership needs as the State implements its SSIP.

Finally, the State examined its readiness to implement identified needs revealed in the results data. For more than 10 years, Texas has been focused on outcomes and performance-based results, and thus has generally seen "buy in" or ownership on the part of state and local stakeholders to address the needs revealed in this results data. Each year, every district and charter school is evaluated through an analysis of district data against standards of the long-established [Performance-Based Monitoring and Analysis System](#) (PBMAS). This system includes a number of indicators identified as measures of effective programs outlined in the [PBMAS manual](#), located on the TEA website. The existing PBMAS and its indicators allow for immediate district, region, and state level measurement of the identified result, without a need to build new or separate systems for data collection and evaluation. Stakeholders have expressed a sense of urgency to address needs through existing frameworks in addition to continuing to refine, rework, or begin initiatives that will have impact on student outcomes for this identified result. Additionally, there is broad-based advocacy around the need to end the academic achievement gaps found within certain populations of children in the State as well as eliminating the disproportionate number of those same student groups found in disciplinary placements.

Impact of SIMR – 3(c)

In selection of the SIMR, the State carefully considered the impact on child-level outcomes and to the extent those outcomes would improve results for all children with disabilities in the State. The measurable result will evaluate the effectiveness of the State's implementation of the selected coherent improvement strategies, through existing frameworks, that impact the reading proficiency rate for all children with disabilities in grades 3-8 statewide which will affect approximately 200,000 students in the State. Additionally the State anticipates that it will see residual effects as a result of this effort and affect many more non-disabled, but struggling students in the State who will likely benefit from the implementation of the selected improvement strategies associated with the SIMR.

Stakeholder Involvement – 3(d)

For the purpose of selecting the SIMR, Agency staff engaged internal and external stakeholders in multiple levels of data review, infrastructure analysis, and in consideration of alignment with current priorities and initiatives. This review was achieved over an 18-month period beginning in mid-2013.

Stakeholder involvement outlined in the SSIP sections titled *Data Analysis*, and *Analysis of State Infrastructure to Support Improvement and Build Capacity* was crucial to identifying potential SIMRs, and ensuring support and “buy-in” from essential individuals representing local, regional, and state perspectives and groups in the selection of the SIMR. Primary input was obtained through organized stakeholder groups including the Texas Continuing Advisory Committee (CAC), and the Texas Continuing Improvement Steering Committee (TCISC). However, other opportunities for individual feedback through formal and informal engagement at the region and state levels added other key perspectives to the selection.

Provision of Baseline Data and Targets – 3(e)

FFY 2013 baseline data includes results using the alternate assessment against modified standards (STAAR Modified). The baseline rate of 65.5% reflects the State's actual passing rate at the Phase-In 1 Level II performance for children with disabilities grades 3-8 taking the reading STAAR, STAAR Modified, and STAAR Alternate during the 2013-2014 school year. This rate demonstrates 133,295 of 203,639 students were proficient on the reading assessment.

Targets reflect a probable decrease in FFY 2013 baseline data results due to the elimination of the STAAR Modified, the expectation that students formerly assessed with STAAR Modified will now take the general STAAR/STAAR A, and the implementation of the more rigorous Phase-In 2 Level II performance standards scheduled for the 2015-2016 school year. Empirical data suggest a minimal 2-3 year rate adjustment when changes in assessments or standards have occurred in the State. Stakeholders were provided with data projections using existing data against potential pass/fail scenarios. All projection models suggested initial results would be below the existing baseline rate, and it is anticipated there may be need to revisit baseline and targets once results from the 2014-2015 assessments are reviewed and impact data from the Phase-In 2 Level II performance standards are considered. However, stakeholders insisted the State set rigorous but achievable targets leading toward realization and in alignment with existing state standards indicative of performance level bands established in the State's [Performance Based Analysis System](#) (PBMAS) by FFY 2018.

Indicator 17: State Systemic Improvement Plan

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Selection of Coherent Improvement Strategies

An explanation of how the improvement strategies were selected, and why they are sound, logical and aligned, and will lead to a measurable improvement in the State-identified result(s). The improvement strategies should include the strategies, identified through the Data and State Infrastructure Analyses that are needed to improve the State infrastructure and to support LEA implementation of evidence-based practices to improve the State-identified Measurable Result(s) for Children with Disabilities. The State must describe how implementation of the improvement strategies will address identified root causes for low performance and ultimately build LEA capacity to achieve the State identified Measurable Result(s) for Children with Disabilities.

Improvement Strategy Selection - 4(a)

The infrastructure and data analyses formed the basis by which the improvement strategies were selected and determined necessary to achieve the State Identified Measurable Result (SIMR).

As discussed in the SSIP section titled *Measurable Results for Students with Disabilities*, the State's resources and structures have traditionally been reviewed as part of multiple processes inherent to legislative, rule-making, budget, and existing continuous improvement efforts in the State. As part of this annual review, a comprehensive list of sound processes that support alignment of resources toward agency initiatives and priorities and mechanisms for adding, revising and focusing those resources at the state, regional, and local levels emerged. These systems that exist in the current infrastructure were then mapped against existing accountability frameworks that examine student achievement, student progress, efforts to close achievement gaps, and post-secondary readiness in efforts to understand what strengths and what weakness exist currently in the State's infrastructure. Importantly, this analysis allowed stakeholders the opportunity to provide feedback on what is perceived to work well, faults or weaknesses within the system or within specific strategies or initiatives, and input on how to improve existing strategies as well as recommendations for new improvement strategies.

Also key in this selection process was reliance on data. Data analyses that led to identification of potential SIMRs were powerful tools in the hands of stakeholders as they were able to draw upon multiple sources of data to inform, verify, and/or refute assumptions about particular systems of support or effectiveness of an identified strategy or initiative in the State. Data was used to determine how narrow or broad the focus and selected strategies needed to be.

Alignment of Sound and Logical Strategies - 4(b)

In order to identify a coherent set of sound and logical improvement strategies aligned to the SIMR, the selection of the SIMR must have endured the same scrutiny for alignment with Agency priorities and goals. As discussed in the SSIP section titled *Measurable Results for Students with Disabilities*, Agency priorities and goals outlined in the [State Strategic Plan](#) support ending academic achievement gaps and provide strategies and objectives that are measured by outcomes for children and youth. The SIMR focuses on reading achievement for all students with disabilities in grades 3 through 8 as measured on the State of Texas Assessment of Academic Readiness (STAAR) against grade level and alternate achievement standards, with or without accommodations.

Stakeholders agreed the following selection of coherent improvement strategies will focus efforts at the state, regional, and local levels toward continued positive results for children with disabilities and lead to a measurable improvement in the State's identified result. These improvement strategies are inclusive of soundly established

values inherent in the State's current systems of support and include a coherent set of initiatives targeted toward meeting the State's goals. Current initiatives listed below are not intended to be an exhaustive list, rather a list of initiatives with the greatest impact on the identified improvement strategies. Expanded and new initiatives were carefully selected to enhance or improve upon existing initiatives in the State. Stakeholders adhered to the belief that it is quality more than quantity that matters and focused on selecting those improvement strategies that will ensure positive outcomes and will be evidenced in the measurable result.

Improvement Strategy #1

Allocate resources to support state, regional, and local efforts toward positive student outcomes.

Current initiatives:

- 20 regional [Education Service Centers \(ESCs\)](#) established by rule in Chapter 8 of the Texas Education Code (TEC) to assist school districts in improving student performance in each region of the system, enable school districts to operate more efficiently and economically, and implement initiatives assigned by the legislature or the commissioner. ESCs are non-regulatory and serve as a liaison between TEA and the local school districts. They support the schools they serve by disseminating information, conducting training and consultation for both federal and state programs, and providing targeted technical assistance and leadership on a variety of projects and functions determined as priorities in the State.
- Legislative appropriations for capacity building toward access to general curriculum and programs, response to intervention tiered systems, and early childhood interventions are included in the [Legislative Appropriations Request](#) submitted to the Legislative Budget Board every two years. The Texas Legislature adopts the State's budget that funds state operations.
- The [Texas Behavior Support Initiative](#) is a statewide network led by ESC 4 that provides training and products for ESC and child-serving agency network representatives to use in professional development and technical assistance activities with districts and charter schools and child-serving agencies. The goal is to create a positive behavior support system in the Texas public schools that helps students with disabilities receive special education supports and services in the least restrictive environment and to participate successfully in the TEKS-based curriculum and state assessment system.
- The [Texas Initiative for Disproportionate Representation in Special Education](#) is a statewide network led by ESC 1. It serves as resource for schools, school districts, and charter schools in addressing disproportionality. These resources include self-assessment tools, links to current research, and best practices, strategies, and trainings related to the needs of struggling students in order to lead to improvement of educational services.
- [Texas Gateway](#) (formerly known as Project Share) is a collection of Web 2.0 tools and applications that provides high quality professional development in an interactive and engaging learning environment. Project Share provides professional development resources for K-12 teachers across the State and builds professional learning communities where educators can collaborate and participate in online learning opportunities.

Expanded or new initiatives:

- Continue to expand access to and availability of evidenced-based practices, resources, and professional development to include administrative, special education and non-special education personnel, and parents or other stakeholders through existing infrastructures.
- Strengthen existing networks for consistency and quality and ensure capacity and allocation of resources at the 20 regional ESCs to provide targeted technical assistance to low performing districts/campuses as measured in the SIMR. This initiative will include provisions to support, reallocate and/or add resources and to assist with data analysis of results associated with the SIMR, and programmatic support of evidenced-based practices.
- Collaborative with University of Texas (UT) Institute for Restorative Justice and Restorative Dialogue toward implementation of alternative discipline practices. The Texas Education Agency grant awarded to the [Institute for Restorative Justice and Restorative Dialogue](#) in the UT School of Social Work will offer training in 10 ESCs to implement an alternative to "zero tolerance" methods. Promising results seen in a pilot program first implementing the Restorative Discipline program at Edward H. White Middle School, a

school in San Antonio (44% fewer suspensions in its 1st year, and a 3% increase in passing rates for all grades and subjects at Phase-in 1 Level II or above on the STAAR), along with widespread interest in the State led to investment in this collaborative by the State.

Improvement Strategy #2

Expand literacy initiatives and opportunities.

Current initiatives:

- Collaborative [Write for Texas](#) initiative with the UT - Meadows Center is a multi-course blended workshop designed for secondary teachers of all subject areas and includes information specific to providing effective writing instruction for English language learners and students receiving special education services. Participants learn and apply teaching techniques to support students as they become analytical and purposeful writers in all content areas. The online courses include information on (1) using writing and reading to support student learning, (2) teaching students the processes of effective writing, (3) teaching students the skills for writing effective sentences, and (4) providing extra assistance to students who experience difficulty learning to write.
- The [Texas Literacy Initiative \(TLI\)](#) strives to ensure that every Texas child is strategically prepared for college and career literacy demands by high school graduation. The TLI integrates and aligns early language and pre-literacy skills for children from infancy to school entry. For students in grades K–12, the TLI emphasizes reading and writing instruction. As part of the TLI, the comprehensive literacy plan for Texas has been named the Texas State Literacy Plan (TSLP). The TSLP is a guide for creating comprehensive site- or campus-based literacy programs and is customized for three age- and grade-level groupings: (1) Infancy to School Entry, (2) Kindergarten to Grade 5, and (3) Grade 6 to Grade 12. The TSLP supports educators in effectively teaching the State's standards. Although the initial focus of the TSLP was on disadvantaged students, it can be used to advance the learning of all students.

Expanded or new initiatives:

- [Literacy Initiative](#) (Exception Item #1 to the 2016-2017 [Legislative Appropriations Request](#) submitted to the Legislative Budget Board) is expected to produce better student readers and writers. Funds will be used to develop and implement evidence-based reading and literacy academies for prekindergarten through grade 8. The academies will provide teachers with support in the teaching of reading and language development and where applicable, provide training on the use of diagnostic instruments, integration of writing support, and a focus on building academic vocabulary. Additionally, these funds will provide targeted English language acquisition and reading support for English language learners.

Improvement Strategy #3

Clearly communicate expectations, standards, and results.

Current initiatives:

- [The Texas Continuous Improvement Process](#) is a permanent, annual process for improving special education in Texas. The State created this process based on a similar process used by the U.S. Department of Education's Office of Special Education Programs (OSEP). The TCIP has four major components including self-assessment, public input and information, improvement planning, and a data sharing model. Stakeholder involvement is the cornerstone of this process and is integral to all four major components.
- Public [Data Reporting](#) of expectations, standards, and results on the TEA website derived from the [PEIMS](#) which provides an abundance of information for researchers, parents and the public at large to mine and learn about the workings of 1,200 plus districts and charters, as well as TEA. That information and other data are used to create a number of reports that provide information about a variety of topics, such as student performance, spending and implementation of legislation.

Expanded or new initiatives:

- Integrated systems that will align and unify special education monitoring systems and reports. Specifically, beginning in fall 2015, TEA proposes to integrate federally required district determinations into the overall

PBM system. Once implemented, it will not only result in districts receiving one intervention stage that incorporates federally required district determinations, but the timeline for data collection and reporting will be greatly streamlined.

Improvement Strategy #4

Collaborate with institutes of higher education, other statewide agencies, and organizations to improve teacher quality initiatives, and ensure consistency across programs and policies that affect student outcomes.

Current initiatives:

- [The Texas Educator Evaluation and Support System](#) uses multiple measures in the development of educator quality to support student learning. The [Texas Teacher Evaluation and Support System \(T-TESS\)](#) focuses on providing continuous, timely and formative feedback to educators so they can improve their practice. Many [organizations and individuals](#) supported TEA in the creation of the T-TESS including the Teacher Steering Committee, the Principal Steering Committee, the [Texas Comprehensive Center/Southwest Education Development Laboratory, ESC 13](#), ESC Points of Contact, the [National Institute for Excellence in Teaching \(NIET\)](#), the [Mid-continent Research for Education and Learning \(McREL\)](#), and [SAS Institute, Inc.](#)
- Teacher [Quality](#) and [Certification](#) Standards provide requirements necessary to provide direct instruction to students in the State. The State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the State's standards for which students are required to demonstrate proficiency. They reflect current research on the developmental stages and needs of children from Early Childhood (EC) through Grade 12.
- The [Higher Education Collaborative](#) includes those projects residing at UT – Meadows Center for Preventing Educational Risk focuses on research, technical assistance, and professional development activities.

Expanded or new initiatives:

- Use existing stakeholder workgroups to engage in needs assessment activities to identify areas of improvement in relation to consistency across programs and policies that affect student outcomes. Given the rich representation across organized stakeholder groups, this initiative will provide broad perspective on ways in which institutes of higher education, state agencies, and other organizations can collaborate more effectively to achieve the measurable result.

Address of Root Causes - 4(c)

Stakeholders were concerned with possible root causes linked to teacher quality, access to services, and implementation of effective practices inherent to student success and the potential lack thereof in certain settings that may affect student performance in the area of reading proficiency. Table 9 lists identified root causes for low performance and the corresponding improvement strategy(s) intended to address each in support of systemic change and achievement of the SIMR.

Table 9 – Root Causes

Root Cause	Corresponding Improvement Strategy(s)
Low expectations for certain student populations	Improvement Strategy #1 and #3
Limited access to and/or inconsistent implementation of evidenced-based practices and resources	Improvement Strategy #1 and #2
Lack of fidelity in curriculum standards and/or IEP implementation in certain settings	Improvement Strategy #1, #2, and #3
Lack of student, parent, teacher, and/or administrator engagement to build positive school culture and climate	Improvement Strategy #1 and #4
Local policies with over-reliance on zero tolerance and/or limited disciplinary options	Improvement Strategy #1, #3, and #4
Lack of highly qualified and certified staff provided in certain settings	Improvement Strategy #1, #3, and #4

Given the existing frameworks of support, monitoring, intervention, and accountability in the State as discussed in previous sections of the SSIP, the ongoing implementation of existing and new or expanded initiatives that support each identified improvement strategy has a high probability to generate positive outcomes quickly and provide means for building additional capacity to reach targets set for the identified measurable result in Texas.

State Infrastructure and LEA Support for Implementation - 4(d)

Table 10 contains information that illustrates how the selection of coherent improvement strategies address areas of need identified during the root cause analysis within and across systems at multiple levels that will build capacity within the State, LEA, and school to improve the measurable result for children with disabilities.

Table 10 – Identified Needs Across Systems

Root Cause	Area of Need	Level/System Framework	Corresponding Improvement Strategy(s)
Low expectations for certain student populations	Resources to promote capacity building specific to access to general curriculum, behavior supports and options, and integrated systems of support and reporting to target areas of need	State – Fiscal, Data, Accountability	Improvement Strategy #1 and #3
		Region – Technical Support, Professional Development	
		Local – Professional Development, Governance, Accountability	
Limited access to and/or inconsistent implementation of evidenced-based practices and resources	Resources and access to quality evidenced-based practices, and training for all teachers/staff	State – Fiscal, Governance, Quality Standards, Professional Development	Improvement Strategy #1 and #2
		Region – Technical Support, Professional Development, Quality Standards	
		Local – Professional Development, Quality Standards, Fiscal	
Lack of fidelity in curriculum standards and/or IEP implementation in certain settings	Resources to promote capacity building specific to behavior supports and options, implementation of curriculum standards across all settings, and teacher quality in those settings	State – Fiscal, Professional Development, Quality Standards, Accountability	Improvement Strategy #1, #2, and #3
		Region – Technical Support, Professional Development, Quality Standards	
		Local – Professional Development, Governance, Accountability, Fiscal, Data	
Lack of student, parent, teacher, and/or administrator engagement to build positive school culture and climate	Resources to promote capacity building specific to positive behavior supports and school climate	State – Fiscal, Quality Standards, Accountability, Governance, Data	Improvement Strategy #1 and #4
		Region – Technical Support, Professional Development	
		Local – Governance, Accountability, Fiscal, Quality Standards, Professional Development, Data	
Local policies with over-reliance on zero tolerance and/or limited disciplinary options	Resources to promote capacity building specific to school discipline, school climate and available options for support	State – Fiscal, Quality Standards, Accountability,	Improvement Strategy #1, #3, and #4
		Region – Technical Support, Professional Development	
		Local – Governance, Accountability, Fiscal, Quality Standards, Professional Development, Data	
Lack of highly qualified and certified staff provided in certain settings	Resources to promote capacity building specific to producing highly qualified staff and assignments	State – Quality Standards, Accountability, Governance	Improvement Strategy #1, #3, and #4
		Region – Technical Support, Professional Development	
		Local – Governance, Accountability, Fiscal, Quality Standards, Professional Development	

Stakeholder Involvement - 4(e)

For the purpose of selecting the coherent improvement strategies, Agency staff engaged internal and external stakeholders in multiple levels of data review, infrastructure analysis, and in consideration of alignment with current priorities and initiatives. This review was achieved over an 18-month period beginning in mid-2013.

Stakeholder involvement outlined in the SSIP sections titled *Data Analysis*, and *Analysis of State Infrastructure to Support Improvement and Build Capacity* was pivotal to identifying improvement strategies, and ensuring support and “buy-in” from essential individuals representing local, regional, and state perspectives and groups in the identification of strategies that will need to be carried out at all levels in the State. Primary input was obtained through organized stakeholder groups including the Texas Continuing Advisory Committee (CAC), and the Texas Continuing Improvement Steering Committee (TCISC). However, other opportunities for individual feedback through formal and informal engagement at the region and state levels added other key perspectives to the selection.

Indicator 17: State Systemic Improvement Plan

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Theory of Action

A graphic illustration that shows the rationale of how implementing the coherent set of improvement strategies selected will increase the State's capacity to lead meaningful change in LEAs, and achieve improvement in the State-identified Measurable Result(s) for Children with Disabilities.

Theory of Action

Vision: *Increase the reading proficiency rate for all children with disabilities in grades 3-8 against grade level and alternate achievement standards, with or without accommodations.*

Level of Action	If	Then	Then	Then
State	<ul style="list-style-type: none"> ★the State provides resources to promote capacity building specific to access to the general curriculum; school discipline, school climate, behavior supports and options; integrated systems of support; implementation of curriculum standards across all settings; teacher quality; evidenced-based practices; and training ★the State expands literacy initiatives and opportunities ★the State clearly communicates expectations, standards, and results ★the State engages and collaborates with other education programs, statewide agencies and other organizations 	<ul style="list-style-type: none"> ★the State will more effectively leverage resources to improve services for children with disabilities (CWD) ★the State will promote higher expectations for CWD ★the State will increase the reach and impact of its work 	★ the State, ESCs, Districts, and Campuses will have higher expectations for CWD, will access resources to increase capacity and provide effective interventions and quality services for CWD	★ all children and youth with disabilities will receive access to quality, evidenced-based, and appropriate educational services and demonstrate improved reading proficiency
Region	<ul style="list-style-type: none"> ★Regional Education Service Centers (ESCs) provide access to professional development and technical assistance ★ESCs provide differentiated resources and evidenced-based information in alignment with literacy initiatives ★ESCs provide targeted technical assistance to low performing districts/campuses ★ESCs engage stakeholders and conduct analysis to improve and tailor service needs 	<ul style="list-style-type: none"> ★ESCs will increase capacity to District and Campus providers to deliver effective interventions ★ESCs will more effectively leverage resources to improve services for CWD 		
District	<ul style="list-style-type: none"> ★Districts utilize resources to promote capacity building and establishes policies to implement district-wide procedures specific to areas of need ★Districts implement policies and procedures with fidelity ★Districts utilize data to conduct self-analysis, and monitoring activities ★Districts clearly communicate expectations, standards, and results to stakeholders 	<ul style="list-style-type: none"> ★Districts will increase capacity and achieve consistency across campuses to improve services for CWD ★Districts will increase awareness, transparency, and promote high expectations for CWD 		
Campus	<ul style="list-style-type: none"> ★Campuses implement district policies and procedures with fidelity ★Campuses encourage staff to increase knowledge and require implementation of evidence-based practices ★Campuses utilize data to conduct self-analysis, monitor teacher and student progress through effective progress monitoring methods ★Campuses engage with stakeholders to communicate expectations, create partnerships, and elicit community support 	<ul style="list-style-type: none"> ★Campuses will promote high expectations for teachers and CWD ★Campuses will more effectively utilize staff and other resources to improve services for CWD ★Campuses will increase parent and community involvement and support 		

Indicator 17: State Systemic Improvement Plan

Phase 2 SSIP

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Infrastructure Development

- (a) Specify improvements that will be made to the State infrastructure to better support LEAs to implement and scale up EBPs to improve results for children with disabilities.
- (b) Identify the steps the State will take to further align and leverage current improvement plans and initiatives in the State, including general and special education, which impact children with disabilities.
- (c) Identify who will be in charge of implementing the changes to infrastructure, resources needed, expected outcomes, and timelines for completing improvement efforts.
- (d) Specify how the State will involve multiple offices within the State educational agency (SEA), as well as other State agencies and stakeholders in the improvement of its infrastructure.

Improvements - 1(a)

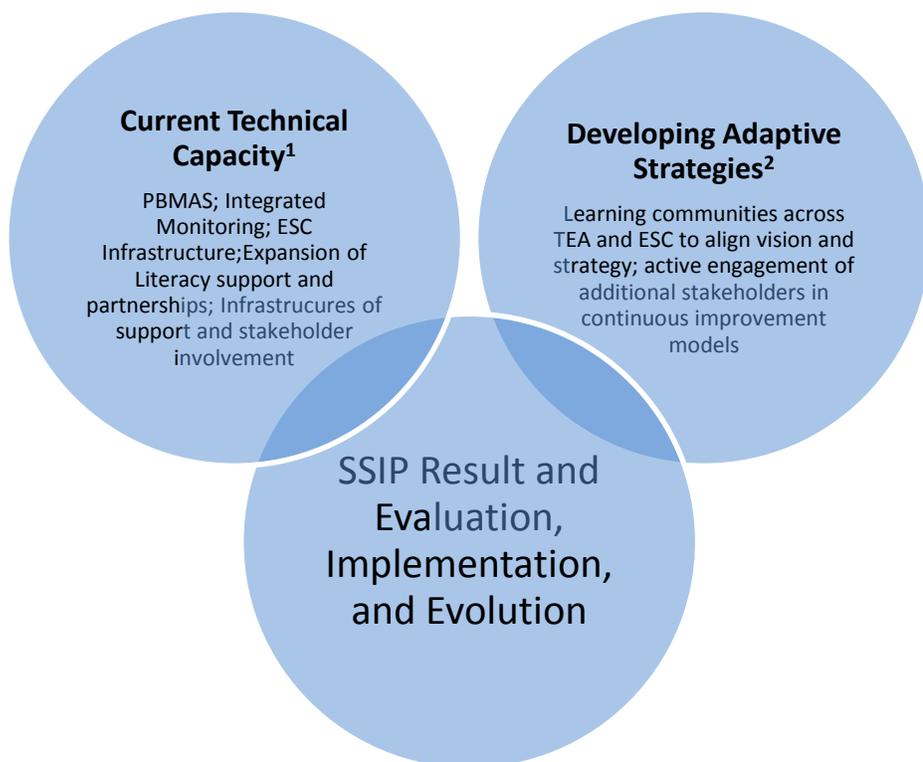
The State will continue to implement current initiatives identified in the Phase 1 SSIP Improvement Strategies specific to State infrastructure and model of support. Specifically, the State will:

- continue to allocate resources to support state, regional, and local efforts toward positive student outcomes through initiatives with the 20 regional [Education Service Centers \(ESCs\)](#) networks and projects;
- continue to seek legislative support through the [Legislative Appropriations Request](#) submitted to the Legislative Budget Board every two years for capacity building activities;
- continue to expand literacy initiatives and opportunities through collaborative work and partnerships across divisions within the Texas Education Agency (TEA), other state agencies, and institutions of higher education; and
- continue to clearly communicate expectations, standards, and results through stakeholder engagement and public data reporting.

Building upon this model of support, the State will continue to expand access to and availability of evidence-based practices, resources, and professional development to include administrative, special education and non-special education personnel, and parents or other stakeholders through existing infrastructures that have a history of success and sustainability. The State will maintain its efforts to strengthen existing networks for consistency and quality and ensure capacity and allocation of resources at the 20 regional ESCs to provide targeted technical assistance to low performing districts/campuses as measured in the SIMR. This initiative will include provisions to support, reallocate and/or add resources, and to assist with data analysis of results associated with the SIMR, and programmatic support of evidenced-based practices.

Although strong in its stability, technical competence, support, and collaborative nature, TEA continuously strives to improve its infrastructure and systems that will have the most impact on results for all children. Improvements toward developing adaptive strategies that will overlay with existing strong technical capacity will create stable networks of support in implementation and evolution of the SSIP results and evaluation. The improvements TEA envisions in its SSIP will focus on the capacity of the infrastructure to work across components and initiatives, and learning opportunities that informs all stakeholders of what is working and how to improve. Figure 6 illustrates this concept of improvements that build on current capacity that will overlap into strong implementation and effective evaluation of the SSIP.

Figure 6 – Improvement Overlay



¹Technical capacity is demonstrated by systems to monitor and highlight performance, and capacity to provide the evidence-based practices to all the entities in the system.

²Adaptive strategies focus on the context in each entity (understanding, beliefs, practices, etc.) that influence the extent to which the strong technical capacity can produce the needed changes.

Alignment – 1(b)

The State's resources and structures are reviewed as part of multiple processes inherent to legislative, rule-making, budget, and existing continuous improvement efforts in the State. As part of this annual review, a comprehensive list of sound processes that support alignment of resources toward agency initiatives and priorities and mechanisms for adding, revising and focusing those resources at the state, regional, and local levels emerge. The systems that exist in the current infrastructure are then mapped against existing accountability frameworks that examine student achievement, student progress, and effort to close achievement gaps, and post-secondary readiness in efforts to understand what strengths and what weaknesses currently exist in the State's infrastructure.

A key component of this effort is reliance on performance-based student data results in the hands of stakeholders. Stakeholders at every level within the systems framework identified in the Theory of Action are able to draw upon multiple sources of data to inform, verify, and/or refute assumptions about particular systems of support or effectiveness of an identified strategy or initiative in the State. Importantly, this analysis allows stakeholders the opportunity to provide feedback on what is perceived to work well, faults or weaknesses within the system or within specific strategies or initiatives, and how to improve existing strategies. Opportunity for feedback exists both formally and informally through various activities at the local, regional and state level of action. For example, campus improvement teams may provide valuable informal feedback relevant to the fidelity of implementation and

effectiveness of an identified strategy or initiative within a district that may lead to improved district focus. Districts may provide formalized feedback relevant to district results or data concerns that leads to regional technical assistance and adaptive strategies, The State may receive both formal and informal feedback from those same stakeholders who make recommendations for new improvement strategies through the existing frameworks of stakeholder involvement described in detail throughout the SSIP and specifically in the SSIP sections titled *Data Analysis*, and *Analysis of State Infrastructure to Support Improvement and Build Capacity*.

As discussed in the SSIP section titled *Measurable Results for Students with Disabilities*, Agency priorities and goals outlined in the [State Strategic Plan](#) support ending academic achievement gaps and provide strategies and objectives that are measured by outcomes for children and youth. Multiple statewide initiatives including those in support of both general and special education are aligned with Agency priorities and improvement plans. Those initiatives are described in SSIP section titled *Selection of Coherent Improvement Strategies*, and in the SSIP section titled *State Infrastructure to Support Improvement and Build Capacity*.

Responsibility – 1(c)

As outlined in the SSIP section titled *Theory of Action*, a shared responsibility for action at the state, regional, district, and campus level exists to implement improvement strategies and activities identified to enable all children and youth with disabilities to receive access to quality, evidence-based, and appropriate educational services that will lead to demonstrated improved reading proficiency.

The State recognizes that strategic and ongoing implementation of existing and new or expanded initiatives that support each identified improvement strategy will yield a high probability of generating positive outcomes quickly and provide means for building additional capacity to reach targets set for the identified measurable result in Texas. The State's history and evolution of systems for data collection, accountability standards, monitoring and intervention, provision of technical assistance and professional development, and public reporting exhibit capacity of strong technical competence and stability within these systems. Responsibilities for management, implementation, and utilization of these systems exist across framework levels within state, regional and local efforts and activities. The evolution of adaptive strategies in building vision and alignment to learning communities will be achieved through these same frameworks, stakeholder involvements, and evidence-based practices and are currently underway in the State. This focus ensures each infrastructure entity is actively engaged in defining the shared work of statewide progress toward the SSIP goals. Ongoing self-analysis and stakeholder review processes built into the current Texas Continuous Improvement Process (TCIP) allows for timely identification of staff, organization, or leadership needs as the State implements its SSIP to achieve the expected outcomes. Therefore, using the TCIP model, timelines that establish the pace and need for change are maintained and adapted based on performance-based data results.

Collaboration – 1(d)

Outlined in the SSIP section titled *State Infrastructure to Support Improvement and Build Capacity* and specific to System Strengths – 2(c), the existence and stability of the State's systems for data collection, accountability standards, monitoring and intervention activities, provision of technical assistance and professional development, and public reporting allows for each unique system purpose within the parameters of what it is designed to do, but relies heavily on other systems to inform, coordinate, and evaluate so that efforts and resources are streamlined and ultimately benefit results for all children.

Departments and divisions within the Agency provide services and capacity for a variety of student needs. Services unique to children with disabilities do not reside in one place. The span of activities related to monitoring and interventions, technical assistance, and professional development are implemented by the Agency and the 20 regional ESCs. These systems interact in a coordinated manner through various mechanisms to ensure focus on improving results for all children. This is evidenced through the overarching work in the [Texas Literacy Initiative \(TLI\)](#). The goal of the TLI is to ensure that every Texas child is strategically prepared for college and career literacy

demands by high school graduation. This initiative works to integrate and align early language and pre-literacy skills for children from infancy to school entry, and emphasizes reading and writing instruction for students in grades K–12 across the Agency and 20 regional ESCs to the local district and campus stakeholders.

Additionally, the Agency's longstanding philosophy of supporting stakeholders to best achieve local and state education goals for students propagates the idea that all parties, including every TEA employee, must work together efficiently and effectively to support and improve teaching and learning in Texas public schools. TEA puts its philosophy into action with a consistent focus on results, fact-based decision making and value-added analysis. This strength of collaboration is supported by the way in which infrastructures operate with the overall governance and fiscal responsibilities of the Agency's operations and are critical to the success and evolution of infrastructure and support.

Indicator 17: State Systemic Improvement Plan

Phase 2 SSIP

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator

Support for LEA Implementation of Evidence-Based Practices

- (a) Specify how the State will support LEAs in implementing the evidence-based practices that will result in changes in LEA, school, and provider practices to achieve the SIMR(s) for children with disabilities.
- (b) Identify steps and specific activities needed to implement the coherent improvement strategies. Include communication strategies, stakeholder involvement; how identified barriers will be addressed; and who will be in charge of implementing. Include how the activities will be implemented with fidelity; the resources that will be used to implement them; and timelines for completion.
- (c) Specify how the State will involve multiple offices within the SEA (and other State agencies) to support LEAs in scaling up and sustaining the implementation of the evidence-based practices once they have been implemented with fidelity.

Support – 2(a)

Given the existing organization and capacity, the State is well prepared to support the continuation of existing, and implementation of new initiatives and improvement strategies associated with the focus area and SIMR for children with disabilities identified in the SSIP.

Table 10 in the SSIP illustrates the organizational approach used in identifying areas of need based on the root cause analysis and various levels of support that will result in practices to achieve the SIMR for children with disabilities. The levels of support and associated system frameworks identify each implementation driver needed to execute the associated coherent improvement strategies and evidence based practices.

Each year, every district and charter school is evaluated through an analysis of district data against standards of the long-established [Performance-Based Monitoring and Analysis System \(PBMAS\)](#). The technical capacity of the existing PBMAS and its indicators allow for immediate district, region, and state level measurement of the identified result and provides a foundation by which consideration of the LEA needs and the best fit for the coherent improvement strategies and EBPs are made.

Additionally, within the organizational structure the identified need for adaptive capacity strategies that will build the learning community across each level of support will be addressed through internal and external systems of support to build upon established frameworks.

The State will continue its commitment to leverage resources in order to meet the technical and adaptive needs associated with implementation of evidenced-based practices resulting in positive outcomes for children.

Activities – 2(b)

Ongoing self-analysis and stakeholder review processes built into the current Texas Continuous Improvement Process (TCIP) allows for timely identification of staff, organization, or leadership needs as the State implements its SSIP and coherent improvement strategies. This has and will continue to be a long-term activity to ensure fidelity of implementation.

Stakeholders have expressed a sense of urgency to address needs through existing frameworks in addition to continuing to refine, rework, or begin initiatives that will have impact on student outcomes for this identified result.

Additionally, there is broad-based advocacy around the need to end the academic achievement gaps found within certain populations of children in the State. In recognition of the need to provide targeted support for reading instruction the agency submitted Exceptional Item Request #1 as part of the 2016-2017 [Legislative Appropriations Request](#) submitted to the Legislative Budget Board. This need has also been identified in the SSIP section titled *Selection of Coherent Improvement Strategies* and listed under Improvement Strategy #2. The 84th Texas Legislature passed [Senate Bill \(SB\) 925](#) and SB 972 and both bills were signed into law by the governor in 2015. SB 925 establishes literacy achievement academies to provide high-quality, face-to-face professional development to public school teachers who instruct students in reading in Kindergarten through grade 3. SB 972 establishes reading to learn academies to provide high-quality, face-to-face professional development to public school teachers who instruct students in reading in grades 4 and 5. Implementation of these bills will include updating original Teacher Reading Academy's content, aligning it with the structure and content of the current writing initiative, including appropriate differentiation strategies to address all student needs, and providing access to electronic resources for academy participants following training. These academies will align with adolescent literacy academies that were developed for middle school. The initiative will include staggered implementation over a 2 year period beginning with kindergarten and grade 1 in summer of 2016 and expanding to grades 2-5 in summer of 2017. Teachers will receive stipends following successful completion of academies.

Regional ESCs will continue to provide access to professional development, technical assistance, differentiated resources, and evidence-based information in alignment with literacy initiatives. The ESCs will use data to provide targeted technical assistance to low performing districts/campuses and engage stakeholders to conduct analysis to improve and tailor service needs.

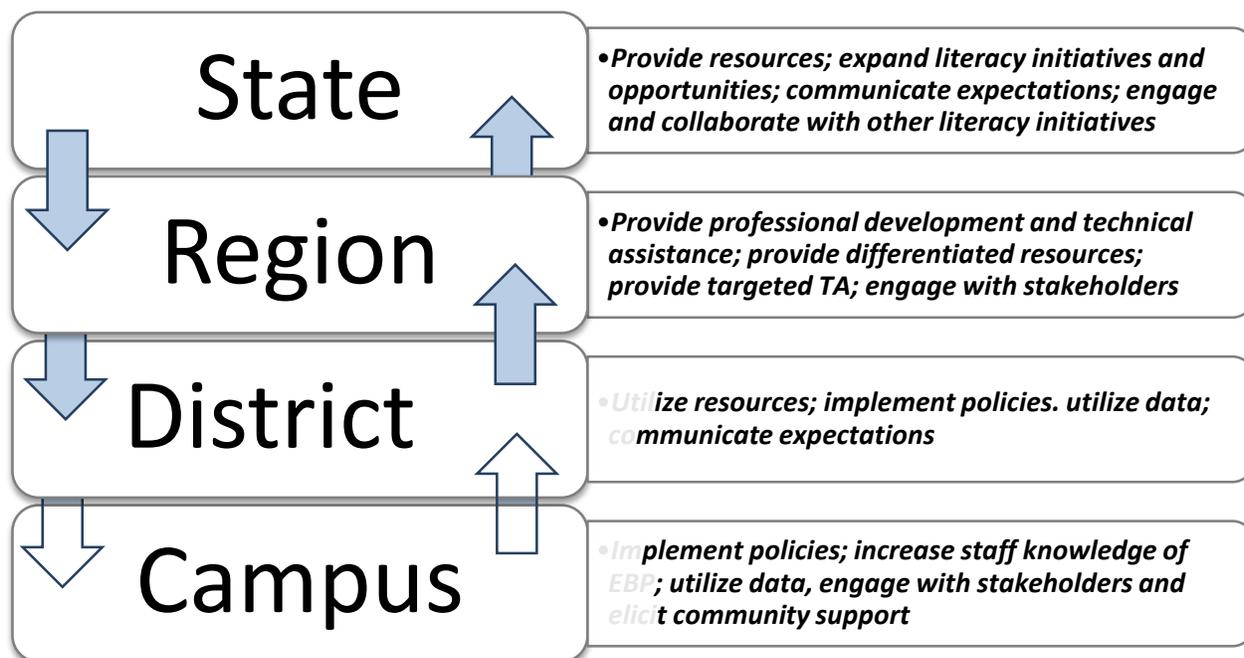
Districts will engage in activities that use resources to promote capacity building and review or establish policies to implement district-wide procedures specific to areas of need. Districts are expected to implement sound policies and procedures with fidelity and use data to conduct self-analysis and monitoring activities. These activities, expectations, standards, and results will be communicated to stakeholders.

Campuses will be monitored for fidelity in implementation of district policies and procedures. Campus staff will be encouraged to increase knowledge and required to implement evidence-based practices. Campus teams will conduct self-analysis, monitor progress, and engage with stakeholders to communicate expectations, create partnerships, and elicit community support.

System level frameworks will allow stakeholders to begin immediate active engagement in shaping strategies to achieve maximum effectiveness in reaching short and long term goals.

The State will use existing frameworks to provide ongoing resources that promote capacity building; expand literacy initiatives and opportunities; communicate expectations, standards, and results; and engage in collaborative activities with other education programs, statewide agencies and other organizations to achieve short-term goals associated with the SIMR. Figure 7 illustrates the two-way active engagement necessary to achieve the short-term and long-term goals of the SSIP.

Figure 7 – Active Engagement



Collaboration – 2(c)

Traditional review processes by the State within TEA and as part of collaborations with other state agencies requires review of multiple resources and structures inherent to legislative, rule-making, budget, and existing continuous improvement efforts in the State. These longstanding collaborative efforts ensure progress monitoring occurs and needs are met toward goal and timeline attainment.

Historically, TEA has maintained a commitment toward creating positive relationships and collaborative work opportunities through stakeholder involvement generally resulting in support for implementation and sustainability of the coherent improvement strategies and initiatives throughout the State.

The State recognizes the importance of continuing collaborative efforts in effective scale-up and sustained evidenced-based practices and is committed to the provision of technical assistance activities that build active engagement strategies to increase adaptive capacity and achieve maximum collaboration across all system levels.

Indicator 17: State Systemic Improvement Plan

Phase 2 SSIP

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator

Evaluation

- (a) Specify how the evaluation is aligned to the theory of action and other components of the SSIP and the extent to which it includes short-term and long-term objectives to measure implementation of the SSIP. Specify its impact on achieving measurable improvement in SIMR(s) for children with disabilities.
- (b) Specify how the evaluation includes stakeholders and how information from the evaluation will be disseminated to stakeholders.
- (c) Specify the methods that the State will use to collect and analyze data to evaluate implementation and outcomes of the SSIP and the progress toward achieving intended improvements in the SIMR(s).
- (d) Specify how the State will use the evaluation data to examine the effectiveness of the implementation; the evaluation, assessment of the progress toward achieving intended improvements; and to make modifications to the SSIP as necessary.

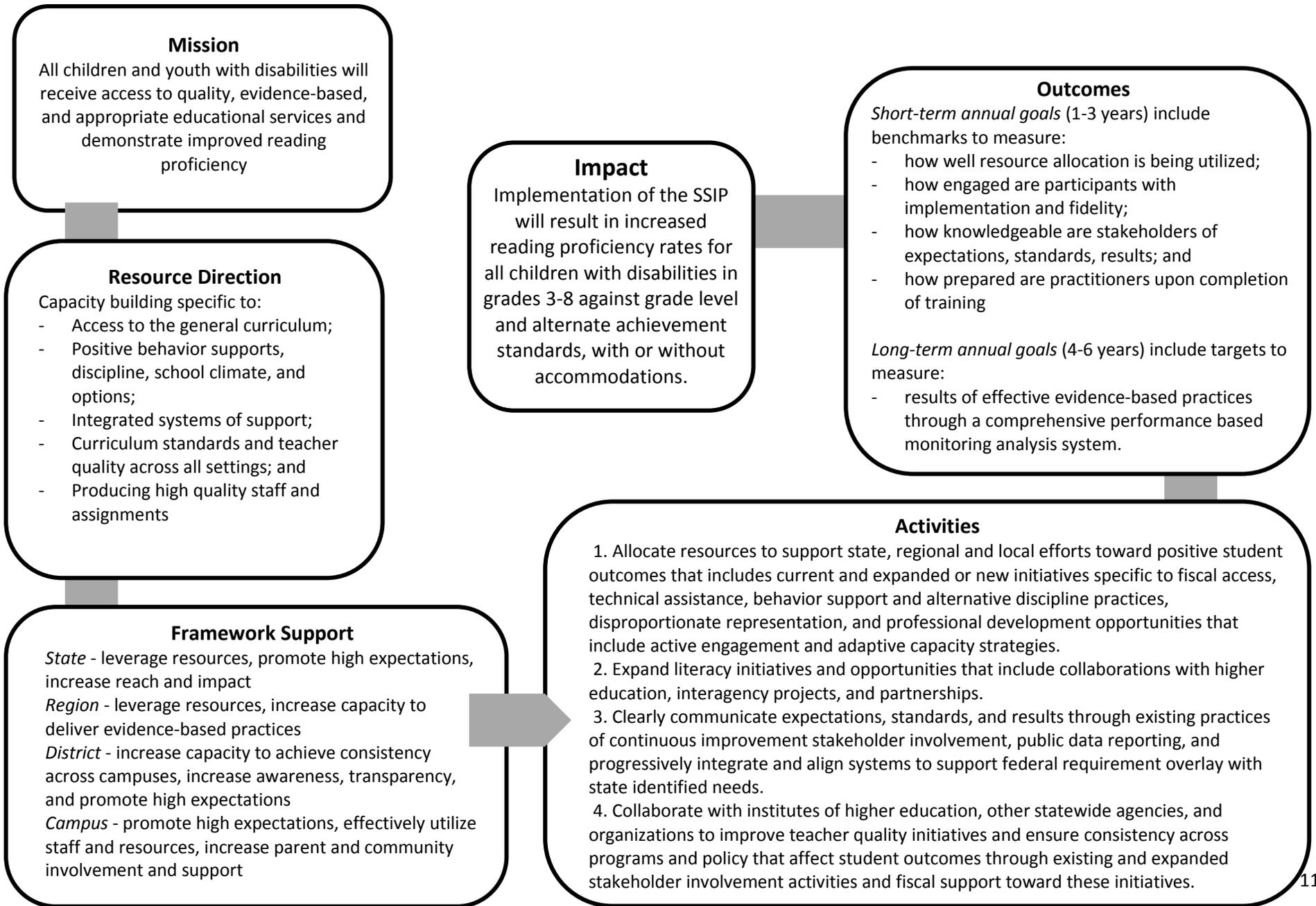
Alignment – 3(a)

The SIMR identifies a desired outcome that is easily measured through existing systems and frameworks. Equally important, monitoring fidelity of ongoing and new or expanded initiatives will require additional benchmarking toward short and long-term goals in alignment with responsibilities identified in the theory of action.

The evaluation metric will include information from existing frameworks to allow for immediate access to results monitoring from those data collections and accountability systems. Primary to the evaluation metric is the [Performance-Based Monitoring and Analysis System \(PBMAS\)](#). PBMAS is designed to rely on indicators of student performance and program effectiveness rather than compliance based measures and thereby driven by factors that contribute to positive results for students. The technical capacity of the publicly reported PBMAS and its indicators allow for immediate district, region, and state level measurement of the identified result and other related indicators indicative of effective evidence-based programs. PBMAS provides a foundation by which consideration of the LEA needs for adjustment to existing or addition of new coherent improvement strategies and EBPs is made. Reliance on an evaluation metric based on performance-based results is akin to a flashlight that will shed light on successes and failures and allow stakeholders to make better decisions about what should be replicated and what should be stopped or avoided.

Additional qualitative evaluation, where appropriate, will be included from both internal and external sources to ensure implementation and fidelity of improvement strategies and initiatives. Figure 8 illustrates the evaluation framework and alignment to the theory of action and other components of the SSIP.

Figure 8 - Evaluation Framework and Alignment



Stakeholder Involvement – 3(b)

Internal and external involvement in opportunities to provide input on the evaluation process and results will continue within the State's existing framework for stakeholder involvement in creating evaluation questions and focus. This stakeholder involvement extends to not only formal groups and committees organized around the SPP and SSIP work, but also feedback opportunities afforded to stakeholders at every level (campus, district, regional, state) through various modalities.

Internal workgroups include cross-divisional staff that meet bi-weekly to address systems of support for special education across the State. Interagency involvement through regularly scheduled council and advisory meetings ensure cross-collaboration and flow of information between agencies. Through the [Texas Education Telecommunications Network \(TETN\)](#), regional and district stakeholders are engaged in bi-weekly, monthly, and other scheduled opportunities through virtual meeting and training sessions.

Additionally through annual rule adoption of the [PBMAS Manual](#), each year all stakeholders are afforded opportunity for comment on the implementation of the PBMAS and its indicators.

Formally appointed and volunteered advisory panels and workgroups outlined in the SSIP sections titled *Data Analysis*, and *Analysis of State Infrastructure to Support Improvement and Build Capacity* meet quarterly and as needed to conduct activities that lead to direct input and ongoing review of all evaluation processes and outcomes.

Methodology – 3(c)

The existing [PBMAS](#) and its indicators allow for immediate district, region, and state level measurement of the identified result, without a need to build new or separate systems for data collection and evaluation. Stakeholders have expressed a sense of urgency to address needs through existing frameworks in addition to continuing to refine, rework, or begin initiatives that will have impact on student outcomes for this identified result.

The PBMAS contains indicators that encompass measures of evidence-based effective programs. These overarching measures strengthen the inter-relationships and results achieved through comprehensive systemic improvement over time. Indicators that measure where students spend instructional time, whether they graduate or drop out, how often they are disciplined, and how well they perform on statewide assessments provide stakeholders with the information necessary to determine strengths and weaknesses needed to better align initiatives based on valid and reliable data sources.

In addition to immediate access to measurement results, the State collects and audits implementation data at the regional level specific to current initiatives on a quarterly and end of year annual basis. This allows for ongoing review of fidelity and successful implementation of resources committed to effective implementation of evidenced-based improvement activities.

The State will establish short and long-term goals associated with new or expanded initiatives that will allow for benchmarking of implementation and scale-up timelines that will include benchmarks to measure how well resource allocation is being utilized; how engaged are participants with implementation and fidelity; how knowledgeable are stakeholders of expectations, standards, results; how prepared are practitioners upon completion of training; and will include targets to measure results of effective evidence-based practices through a comprehensive performance-based monitoring and analysis system.

Effectiveness – 3(d)

Data are reviewed at various intervals specific to processes inherent to the data collection and use. Internally, data review takes place upon receipt of results across multiple divisions and ultimately becomes part of public data

reporting of expectations, standards, and results on the TEA website accessible to researchers, parents, and the public at large. This data provides the basis for the system by which monitoring and interventions activities outlined in the SSIP section titled *Systems within the State's Infrastructure* and illustrated in *Figure 4 – Unified Special Education Monitoring System (2015 and Beyond)* are conducted. District effectiveness, as measured against PBMAS indicators and federally required elements for determination, results in a district's Stage of Intervention/Determination rating. A graduated interventions approach ensures that differentiation of intervention staging results in the degree of program effectiveness concern initially indicated by the overall results across a program area's PBMAS indicators as well as instances of low performance on individual program-area PBMAS indicators.

Regional data is analyzed annually with quarterly progress monitoring for implementation of technical assistance and professional development deliverables. Regional education service centers collect feedback from stakeholders and recipients of technical assistance and professional development and evaluates this qualitative along with quantitative student results to determine effectiveness. As a result, modification to technical assistance and professional development are determined and included in proposed activities to address areas of concern. This process is applicable to all SPP indicator goals, and is now included in required progress monitoring specific to the SIMR.

The Texas Continuous Improvement Steering Committee (TCISC), as mentioned previously, serves as the work group tasked with continuing work for the SSIP, and meets as needed three to four times per year. Recommendations from this group based on analysis and evaluation are key to decision making with regard to making changes to the implementation and improvement strategies specific to and related to the identified measurable result.

Improvements toward developing adaptive strategies that will promote learning through evaluation coupled with existing strong technical capacity will create solid networks of support in implementation and evolution of the SSIP results and evaluation.

Indicator 17: State Systemic Improvement Plan

Phase 2 SSIP

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator

Technical Assistance and Support

Describe the support the State needs to develop and implement an effective SSIP. Areas to consider include: Infrastructure development; Support for LEA implementation of EBPs; Evaluation; and Stakeholder involvement in Phase II.

The State currently accesses assistance from OSEP through established technical assistance providers and collaborates for a variety of support. Through provided contacts, the State plans to engage support for infrastructure and capacity building in order to continue implementation of evidenced-based practices and stakeholder involvement.

The State is engaged with the [National Center for Systemic Improvement \(NCSI\)](#) and with the [IDEA Data Center \(IDC\)](#) in a plan to develop and strengthen the learning relationship between state and regional stakeholders that will capitalize on strong system capacity with the addition of adaptive leadership approaches and effective practices through principles of *Leading by Convening* strategies. The collaborative work with NCSI and IDC will provide information to address barriers to effective implementation of improvement strategies and activities that will result in improved outcomes for children with disabilities across the State

The State is committed to continuing its ongoing communication and collaborative activities with OSEP and its technical support providers to ensure the collective work of establishing results driven accountability as the implementation driver toward true systemic improvement is achieved.