

STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT: PART B
for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education
Act

For reporting on
FFY 2023

Texas



PART B DUE February 3, 2025

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

Introduction

Instructions

Provide sufficient detail to ensure that the Secretary and the public are informed of and understand the State's systems designed to drive improved results for students with disabilities and to ensure that the State Educational Agency (SEA) and Local Educational Agencies (LEAs) meet the requirements of IDEA Part B. This introduction must include descriptions of the State's General Supervision System, Technical Assistance System, Professional Development System, Stakeholder Involvement, and Reporting to the Public.

Intro - Indicator Data

Executive Summary

The Texas Education Agency (TEA) is committed to ensuring that children with disabilities (CWD) receive a high-quality education that prepares them for success. TEA's Office of Special Populations and Student Supports (OSPSS) works to improve outcomes for CWD through monitoring, technical assistance, professional learning, and stakeholder engagement. Texas received a "Meets Requirements" determination from the U.S. Department of Education's Office of Special Education Programs (OSEP) for FFY 2022, demonstrating the state's commitment to IDEA compliance and continuous improvement.

The FFY 2023 State Performance Plan/Annual Performance Report (SPP/APR) reflects TEA's progress in ensuring compliance with IDEA Part B and improving special education services across Texas' 1,212 local educational agencies (LEAs). The report includes 18 indicators covering Free Appropriate Public Education (FAPE), Child Find, Effective Transition, and General Supervision.

Key Highlight

- SPPI 11 (Timely Initial Evaluations) has seen a one-percentage-point increase year-over-year for the past three years, despite a substantial rise in the number of children referred for special education evaluations. This steady improvement reflects stronger Child Find efforts, increased evaluator training, and enhanced monitoring of compliance timelines.

TEA's monitoring system ensures that over 300 LEAs are reviewed annually through cyclical, targeted, intensive monitoring, and other ongoing monitoring activities. TEA also engages stakeholders, including parents, educators, and advocacy groups, to help set targets, analyze data, and develop improvement strategies.

This report demonstrates TEA's commitment to ensuring timely evaluations, improving compliance, and supporting LEAs in delivering high-quality services for CWD across Texas. The FFY 2023 SPP/APR report will be publicly available at:
<https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-annual-performance-report>.

Additional information related to data collection and reporting

- TEA Strategic Plan: <https://tea.texas.gov/about-tea/welcome-and-overview/tea-strategic-plan>
- SPP/APR Public Reports: <https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan>
- SPP Indicator Reports at the LEA, Regional, and State Levels: <https://rptsvr1.tea.texas.gov/idea/index.html>
- EMAPS SPP/APR Reporting Tool: <https://emaps.ed.gov/suite/>

Number of Districts in your State/Territory during reporting year

1,212

General Supervision System:

The systems that are in place to ensure that the IDEA Part B requirements are met (e.g., integrated monitoring activities; data on processes and results; the SPP/APR; fiscal management; policies, procedures, and practices resulting in effective implementation; and improvement, correction, incentives, and sanctions). Include a description of all the mechanisms the State uses to identify and verify correction of noncompliance and improve results. This should include, but not be limited to, State monitoring, State database/data system, dispute resolution, fiscal management systems as well as other mechanisms through which the State is able to determine compliance and/or issue written findings of noncompliance. The State should include the following elements:

Describe the process the State uses to select LEAs for monitoring, the schedule, and number of LEAs monitored per year.

The Texas Education Agency (TEA) monitors over 300 local educational agencies (LEAs) annually through its Differentiated Monitoring and Support (DMS) system. The DMS includes three primary types of monitoring: cyclical monitoring, targeted monitoring, and intensive support. TEA employs a data-driven, risk-based approach to determine which LEAs require more intensive monitoring and technical assistance.

Monitoring Schedule and Selection Process

TEA operates on a six-year cyclical monitoring schedule, ensuring a balanced and representative statewide distribution across regional education service centers (ESCs) and different district types. LEAs are assigned to one of six monitoring cycles through a randomized process, which ensures equitable distribution. The monitoring schedule is updated twice per year during the DMS Data Validation process in the summer and fall to account for LEAs that may open, close, or consolidate.

Within each monitoring year, LEAs are divided into three groups for staggered reviews:

- Group 1: October–December
- Group 2: January–March
- Group 3: April–June

This staggered approach ensures that TEA can provide timely notification of noncompliance within three months of identification, in accordance with OSEP Memo 23-01.

Types of Monitoring and Selection Criteria

1. **Cyclical Monitoring:** Cyclical monitoring occurs based on the six-year monitoring schedule. LEAs assigned to the current monitoring cycle are selected during the DMS Summer Data Validation process, which occurs in early August. Selection is based on the LEA's Results-Driven Accountability (RDA) determination level (DL) from the prior year.

LEAs receive different levels of monitoring based on their RDA determination level:

- Meets Requirements (DL 1) or Needs Assistance (DL 2): Comprehensive student file reviews.
- Needs Intervention (DL 3) or Needs Substantial Intervention (DL 4): Comprehensive student file reviews and on-site visits.

For example, during the 2023-24 school year, Cycle 5 LEAs were selected for cyclical monitoring based on their 2022 RDA determination levels.

2. Targeted Monitoring: Targeted monitoring is assigned to LEAs that are not in the current cyclical monitoring cycle (off-cycle LEAs). Selection occurs during the DMS Fall Data Validation process, which takes place in early November. Eligibility for targeted monitoring is based on an LEA's 2023 RDA determination level and Significant Disproportionality (SD) status. LEAs receive different levels of monitoring based on the following criteria:

- RDA DL 3 or 4: Targeted student file reviews.
- RDA DL 2 and SD Year 3 in one area: Targeted student file reviews.
- RDA DL 2 and SD Year 3 in two or more areas (without a prior-year targeted on-site visit): Targeted student file reviews and on-site visits.

3. Intensive Support Monitoring: These LEAs undergo both student file reviews and on-site visits. The selection for intensive support monitoring is based on the following criteria:

- The LEA is not in the current cyclical monitoring cycle (Cycle 1, 2, 3, 4, or 6).
- The LEA has a 2023 RDA determination level of 3 or 4.
- The LEA is in Significant Disproportionality (SD) Year 3 status.

Additional and Ongoing Monitoring Activities

TEA also conducts ongoing monitoring for nonpublic schools, off-campus placements, residential facilities (RFs), and dispute resolution processes:

- TEA monitors LEA placements in private settings to ensure compliance with Free Appropriate Public Education (FAPE) requirements. More details are available at:

<https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/special-education-innonpublic-and-off-campus-programs>.

- TEA monitors four state schools that provide educational services to children with disabilities (CWD): Texas School for the Deaf, Texas School for the Blind and Visually Impaired, Texas Juvenile Justice Department, and the Windham Prison System.
- Under 19 TAC §97.1072, TEA monitors LEAs that serve students with disabilities who reside in residential facilities (RFs) to ensure compliance with FAPE requirements.

Monitoring Noncompliance Through the Correspondence and Dispute Resolution Management System (CDRMS)

TEA tracks noncompliance findings using the Correspondence and Dispute Resolution Management System (CDRMS), which supports:

- Special education complaint tracking, corrective action plans (CAPs), and LEA correspondence.
- Electronic docketing and record retention for due process hearings and mediations.
- State-sponsored facilitations for resolving disputes involving CWD.

TEA also monitors LEA noncompliance through the ASCEND platform. The system documents:

- The date of noncompliance notification.
- The required correction due date.
- The date noncompliance is resolved.

LEAs that fail to correct noncompliance within one year receive escalated oversight, including additional interventions and sanctions. Further details on interventions and sanctions can be found in 19 TAC §89.1076.

Fiscal Monitoring and Compliance

TEA ensures that LEAs comply with federal fiscal requirements, including Maintenance of Effort (MOE) and excess cost provisions. The annual IDEA-B MOE review evaluates whether LEAs meet at least one of four required fiscal tests. TEA provides compliance reports and tools through the Grants and Federal Fiscal Compliance (GFFC) TEAL application (for additional information, see:

<https://tea.texas.gov/finance-and-grants/grants/federal-fiscal-compliance-and-reporting/idea-fiscal-compliance/idea-b-lea-maintenance-of-effort>).

Summary of TEA's Monitoring Process

TEA's monitoring system ensures that approximately 300 LEAs are reviewed annually through a structured, data-driven approach that differentiates the type and intensity of monitoring based on LEA performance and compliance indicators. The system allows TEA to focus resources on LEAs with the greatest needs, ensuring targeted support for improving outcomes for CWD.

For further details, refer to the TEA Differentiated Monitoring and Support Guide at:

<https://tea.texas.gov/academics/special-student-populations/review-and-support/differentiated-monitoring-and-support-dms>.

Describe how student files are chosen, including the number of student files that are selected, as part of the State's process for determining an LEA's compliance with IDEA requirements and verifying the LEA's correction of any identified compliance.

The Texas Education Agency (TEA) selects student files to monitor local educational agency (LEA) compliance with the Individuals with Disabilities Education Act (IDEA) and to verify the correction of identified noncompliance. TEA employs a stratified random sampling method to ensure fair representation across grade levels while maintaining consistency in compliance evaluations across LEAs of different sizes.

LEA Selection for Monitoring:

TEA identifies LEAs for monitoring through the Differentiated Monitoring and Support (DMS) Data Validation process. Each year, approximately 300 LEAs are selected for review based on the following monitoring types:

- Cyclical Monitoring: LEAs are selected based on a six-year monitoring cycle. Approximately 200 LEAs undergo cyclical monitoring annually. LEAs are assigned to either a folder review and policy review or a folder review, policy review, and on-site review.

- Targeted Monitoring: LEAs are selected based on LEA Determination results and LEA Significant Disproportionality status. Targeted monitoring occurs independently from cyclical monitoring.
- Intensive Support Monitoring: LEAs requiring substantial intervention are selected based on LEA Determination results and LEA Significant Disproportionality status. These LEAs engage in structured, sustained support activities.

Student File Selection Process:

Once an LEA is selected for monitoring, TEA determines the number of student files to be reviewed based on the LEA's total special education population. The sample is stratified to ensure a proportional distribution of elementary (K-5) and secondary (6-12) students. TEA applies a randomized selection process to ensure that each student receiving special education services has an equal chance of selection.

Student File Sample Sizes:

TEA uses pre-calculated sample size tables based on the special education population in the LEA. The required number of student files varies by monitoring type. For cyclical monitoring, the following sample size table is used:

Population Size	Sample Size
1-9	Census
10-31	10
32-45	16
46-67	18
68-109	20
110-228	22
>= 229	24

The sample size table is used to determine the number of student files for targeted monitoring and intensive support.

Population Size	Sample Size
1-3	Census
4-6	4
7-11	6
12-19	8
20-33	10
34-65	12
66-225	14
>=226	16

Backup Samples for File Replacements:

To account for missing files or student attrition, TEA generates three equivalent random samples per LEA:

- Primary Sample – Initial set of files for review.
- Secondary Sample – Used when a primary sample file is unavailable.
- Tertiary Sample – Additional backup to replace unavailable files.

On-Site Review Sample Selection:

For LEAs selected for an on-site review, a smaller subset of student files is reviewed. This sample is drawn from the files used in the cyclical or targeted monitoring process.

Special Education Population	On-Site Review Sample Size
2-24 students	2
46-228	4
229 or more	6

In addition, monitoring personnel may request discretionary sampling pulls for additional children with disabilities (CWS) at residential facilities (RF) and CWD attending a campus in the Texas Virtual School Network (TXVSN).

Ensuring Fair and Equitable Monitoring:

TEA maintains consistency by using an 80% confidence level and a $\pm 13\%$ margin of error across all LEAs. This ensures:

- Equitable review across LEAs of different sizes – Small LEAs are not overburdened, and large LEAs receive adequate review.
- Statistical reliability – Sample sizes are designed to minimize bias while maintaining feasibility.
- Operational feasibility – The approach ensures that monitoring nearly 300 LEAs annually remains manageable.

All children with disabilities (CWD) in an LEA have an equal likelihood of selection. The selected student files reflect the grade-level distribution of the special education population at an LEA.

For more details on TEA's student file selection process, refer to Appendix D: Special Education Sampling Methods in the Differentiated Monitoring and Support Guide:

<https://tea.texas.gov/academics/special-student-populations/review-and-support/differentiated-monitoring-and-support-guide.pdf>](<https://tea.texas.gov/academics/special-student-populations/review-and-support/differentiated-monitoring-and-support-guide.pdf>)

Describe the data system(s) the State uses to collect monitoring and SPP/APR data, and the period from which records are reviewed.

The Texas Education Agency (TEA) utilizes multiple secure data systems to collect, manage, and monitor information required for the State Performance Plan and Annual Performance Report (SPP/APR). These systems support both compliance and performance monitoring across local educational agencies (LEAs) and provide critical data for federal reporting and general supervision activities.

Primary Data Systems and Their Functions

TEA collects monitoring and SPP/APR data through several integrated platforms, each serving a specific purpose in tracking, managing, and verifying LEA compliance with the Individuals with Disabilities Education Act (IDEA).

1. Ascend Application (TEAL Login System): This system supports cyclical and targeted monitoring activities, including desk reviews, policy reviews, and onsite reviews. It organizes LEA monitoring assignments based on their designated monitoring group and ensures timely completion of required activities.
2. Texas Student Data System (TSDS): TSDS serves as the primary platform for collecting student-level data related to key performance indicators in the SPP/APR. TEA collects data through specific modules, including:
 - Child Find Collection: Gathers data for SPPI 11 (Child Find) and SPPI 12 (Early Childhood Transition). LEAs must submit Child Find data by the last Thursday in July each year.
 - SPPI 14 (Post-School Outcomes Survey): Collects student and parent contact information for follow-up surveys measuring post-secondary engagement. Data from TSDS is integrated with the Public Education Information Management System (PEIMS) to enhance accuracy.
 - Residential Facility (RF) Tracker: Monitors special education services provided to children with disabilities (CWD) residing in residential facilities within an LEA's jurisdiction.
3. State Performance Plan (SPP) Application (TEAL Login System): This system serves as the central reporting platform for SPPI 7 (Preschool Outcomes) and SPPI 13 (Secondary Transition). LEAs are required to submit student-level data annually to verify compliance with federal reporting requirements.
4. Correspondence and Dispute Resolution Management System (CDRMS): This platform tracks dispute resolution activities related to SPPI 15 (Mediation) and SPPI 16 (Resolution Sessions). It manages formal complaints, due process hearings, and resolution sessions, ensuring that compliance issues are documented and addressed within federally required timelines.
5. Public Education Information Management System (PEIMS): PEIMS collects a broad range of educational data used for monitoring both compliance and performance indicators. Data submitted through PEIMS includes:
 - Graduation Rates (SPPI 1)
 - Dropout Rates (SPPI 2)
 - Suspension and Expulsion Data (SPPI 4A and 4B)
 - Educational Environments (SPPI 5 and 6)
 - Parent Involvement (SPPI 8)
 - Disproportionate Representation (SPPI 9 and 10)
6. Consolidated Accountability File (CAF): This system supports performance calculations for SPPI 3A, 3B, 3C, and 3D (Participation and Performance on State Assessments) and SPPI 17 (State Systemic Improvement Plan - SSIP Reading Achievement).
7. Texas Education Directory (AskTED): Provides official LEA directory information, which is used for data validation and monitoring assignments.
8. Consolidated Entitlements Management System (CEMS): Tracks fiscal agent and shared service arrangement (SSA) data, ensuring that funding allocations align with monitoring requirements.
9. Educator Certification Online System for Educators (ECOS for Educators): Verifies educator certification information for special education monitoring.
10. Accountability Application (TEAL Login System): Provides secure access to accountability reports related to state and federal performance monitoring, including the Texas Academic Performance Report (TAPR) and other compliance data sources.

Review Period for Data Collection

For the FFY 2023 SPP/APR submission, TEA primarily reviewed data from July 1, 2023, to June 30, 2024. However, for indicators requiring lagged data, such as SPPI 1 (Graduation Rates), SPPI 2 (Dropout Rates), and SPPI 4 (Suspensions and Expulsions), TEA reviewed data from July 1, 2022, to June 30, 2023.

Additionally, for SPPI 18 (Timely Correction of Noncompliance), TEA reviewed noncompliance findings identified from July 1, 2022, to June 30, 2023, and verified corrections made no later than one year from notification, covering the period from July 1, 2023, to June 30, 2024.

TEA's integrated data systems ensure accurate and timely monitoring of LEA compliance and performance under IDEA. These systems track, manage, and validate federally required data while facilitating targeted monitoring, dispute resolution, and programmatic improvement efforts across Texas LEAs.

For more information on TEA's data collection and monitoring processes, visit the Differentiated Monitoring and Support (DMS) webpage: <https://tea.texas.gov/academics/special-student-populations/review-and-support/differentiated-monitoring-and-support-dms>.

Describe how the State issues findings: by number of instances or by LEAs.

The Texas Education Agency (TEA) issues findings of noncompliance at the local educational agency (LEA) level, rather than by the number of individual instances of noncompliance. This approach aligns with guidance from the Office of Special Education Programs (OSEP) and ensures that findings are reported based on the specific regulation or requirement that has been violated, rather than counting each occurrence separately.

When TEA identifies multiple incidents of noncompliance related to the same standard during monitoring activities, they are consolidated into a single finding of noncompliance for the LEA. This method allows TEA to focus on system-level improvements rather than isolated cases. By issuing findings at the LEA level, TEA ensures that corrective actions address broader compliance concerns and improve overall program implementation.

If applicable, describe the adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction).

The Texas Education Agency (TEA) allows local educational agencies (LEAs) to correct noncompliance before an official finding is issued through a pre-finding correction process. This process occurs during the clarification period, which takes place within three months before a finding would be issued. If TEA verifies that an LEA meets specific criteria during this period, the case is considered pre-finding correction, and no formal finding of noncompliance is issued.

To qualify for pre-finding correction, the LEA must demonstrate the following:

- Full Compliance with IDEA Requirements – The LEA has achieved 100 percent compliance with the regulatory requirement through updated evidence, such as revised policies and procedures, staff training, and self-monitoring activities.
- Correction of Child-Specific Noncompliance – If applicable, the LEA has corrected each instance of child-specific noncompliance unless the child is no longer within the LEA's jurisdiction.
- No Overlapping Corrective Actions – The identified noncompliance is not already subject to a corrective action plan (CAP) under a TEA complaint investigation or due process hearing decision.

If TEA verifies these criteria, the noncompliance is resolved without an official finding, aligning with OSEP Memo 23-01, Section B-11.

State Performance Plan (SPP) Clarification Process

TEA tracks and verifies child-specific corrections through the State Performance Plan Indicators (SPPI) Verification of Child-Specific Corrections spreadsheet, which is used to document whether LEAs have met compliance requirements during the clarification process. LEAs may participate in the clarification process for pre-finding correction under the following conditions:

- Timely Data Submission – The LEA must submit required data on time. Late submissions or extension requests disqualify the LEA from the clarification process for that indicator.
- Technical Issues – If an LEA experiences a verified technical issue with a TEA data collection system that prevents timely submission, the LEA must notify TEA before the deadline. Approved technical issues allow continued participation in the clarification process.
- Exemptions – LEAs that do not serve students in the relevant grade or age range for a specific indicator are exempt from submission requirements and the clarification process.

Resources for LEAs in the Clarification Process

TEA provides guidance and training for LEAs participating in pre-finding correction:

- SPPI Clarification Process One-Pager:
<https://tea.texas.gov/academics/special-student-populations/special-education/sppi-clarification-process-2024.pdf>
- SPPI Clarification External Training Deck:
<https://tea.texas.gov/academics/special-student-populations/special-education/sppi-clarification-external-training-deck-2.pdf>
- LEA Data Submission Extension Request (SY 2023-24):
<https://tea.texas.gov/academics/special-student-populations/special-education/lea-data-submission-extension-request-sy-2023-24.pdf>
- SPPI Child-Specific Corrections Verification Workbook:
<https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Ftea.texas.gov%2Facademics%2Fspecial-student-populations%2Fspecial-education%2Fsppi-child-specific-corrections-verification-workbook.xlsx&wdOrigin=BROWSELINK>

By allowing pre-finding correction, TEA provides LEAs an opportunity to resolve noncompliance proactively, reinforcing system-level improvements without formal findings when corrective actions are completed within the clarification period.

Describe the State's system of graduated and progressive sanctions to ensure the correction of identified noncompliance and to address areas in need of improvement, used as necessary and consistent with IDEA Part B's enforcement provisions, the OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), and State rules.

The Texas Education Agency (TEA) employs a tiered system of sanctions to ensure the correction of identified noncompliance and to address areas in need of improvement. This system follows a graduated and progressive approach, with increasingly stringent sanctions based on the severity, persistence, or recurrence of noncompliance. TEA's approach aligns with the Individuals with Disabilities Education Act (IDEA) Part B's enforcement provisions, the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), and State rules.

Levels of Sanctions

TEA applies graduated levels of enforcement actions to local educational agencies (LEAs) based on the extent of noncompliance and the LEA's ability to correct deficiencies.

- Low-Level Sanctions involve initial or minor noncompliance and focus on corrective action through support and guidance. TEA may require technical assistance and guidance, a corrective action plan (CAP), or increased monitoring and reporting requirements.
- Intermediate Sanctions apply to persistent or more serious noncompliance and involve additional oversight and structured intervention. TEA may require mandatory training for staff, on-site visits and Individualized Education Program (IEP) folder reviews, or redirection of funds to address noncompliance.
- High-Level Sanctions apply to significant, ongoing, or repeated noncompliance and may involve state intervention. TEA may appoint a special monitor or manager, substantially withhold or recover funds, refer the LEA for further enforcement action, or withhold federal IDEA funds.

Factors Considered in Applying Sanctions

TEA considers several factors when determining the appropriate level of sanction:

- Nature and extent of the noncompliance
- Impact on students with disabilities
- History of compliance
- Efforts made to correct issues
- Capacity of the LEA to implement corrective actions

Alignment with Federal Requirements

The sanction system is designed to align with:

- IDEA Part B enforcement provisions
- OMB Uniform Guidance requirements
- Applicable State rules and regulations

Due Process and Appeal Rights

TEA ensures that its sanction system includes procedural safeguards for LEAs. The process includes formal notification of noncompliance findings, opportunities for LEAs to correct issues before escalating enforcement actions, and procedures for appealing sanction determinations when applicable.

Focus on Continuous Improvement

While sanctions are used when necessary, the primary goal is to support continuous improvement in special education services and compliance. The system emphasizes technical assistance, guidance, and support to address the root causes of noncompliance. TEA's graduated and progressive approach allows it to respond appropriately to different levels of noncompliance while working collaboratively with LEAs to improve outcomes for children with disabilities.

Describe how the State makes annual determinations of LEA performance, including the criteria the State uses and the schedule for notifying LEAs of their determinations. If the determinations are made public, include a web link for the most recent determinations.

The Texas Education Agency (TEA) makes annual determinations of local educational agency (LEA) performance under the Individuals with Disabilities Education Act (IDEA). These determinations assess how well LEAs implement federal IDEA requirements and ensure compliance.

TEA assigns LEAs one of four determination levels (DLs):

- Meets Requirements (DL1)
- Needs Assistance (DL2)
- Needs Intervention (DL3)
- Needs Substantial Intervention (DL4)

Criteria for LEA Determinations

TEA uses multiple data sources to evaluate LEA performance, including:

- Results-Driven Accountability (RDA): Measures LEA performance on special education indicators related to academic achievement, post-secondary readiness, and disproportionality analysis. TEA publishes RDA reports at: <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>
- Federally Required Elements (FREs): Includes IDEA compliance indicators such as SPPI 4b, 9, 10, 11a, 12, and 13, timely data submission, uncorrected noncompliance beyond one year, and financial audit compliance related to IDEA, Part B.

Performance Level (PL) Calculation

TEA assigns performance levels (PLs) to standardize comparisons across multiple measures. The raw data for each indicator is converted into categorical PLs using percentile-based cut points. PL values are ranked as follows:

- PL 0 (Best Performance)
- PL 1 (Above-Average Performance)
- PL 2 (Below-Average Performance)
- PL 3 (Worst Performance)

In some cases, PL 4 is also used. This classification ensures that performance indicators with different scoring conventions can be interpreted consistently when assigning determinations.

Method for Assigning LEA Determinations

TEA determines an LEA's DL through a three-step process:

- Step 1 – Calculating PL Means: The PL mean for each LEA is calculated as the sum of all PL values divided by the total number of PL assignments. This metric provides an overall measure of special education performance.
- Step 2 – Identifying Percentile-Based Cut Points: The PL Mean is used to establish cut points: the 99th percentile (top 1% of LEAs), the 95th percentile (next 4%), and the 80th percentile (next 15%). The remaining 80% fall below the 80th percentile.
- Step 3 – Assigning Determination Levels: LEAs receive DL1, DL2, DL3, or DL4 based on their percentile ranking. LEAs below the 80th percentile receive Meets Requirements (DL1), those between the 80th and 95th percentile receive Needs Assistance (DL2), those between the 95th and 99th percentile receive Needs Intervention (DL3), and those at or above the 99th percentile receive Needs Substantial Intervention (DL4).

Schedule for LEA Determinations

TEA follows a structured schedule to issue and publicly release LEA determinations.

- TAA 10 Business-Day Review Window: TEA issues a "To the Administrator Addressed" (TAA) correspondence informing LEAs of a 10-business-day review window to examine their confidential RDA data. LEAs can review their data and submit correction requests before determinations are finalized.
- TAA Special Education Determinations Issued: After the review period, TEA sends official notification via TAA correspondence titled "RDA Determinations and Monitoring," informing LEAs that their determinations are finalized and publicly available.
- Public Posting of LEA Determinations: TEA posts regional and statewide LEA determination reports online at: <https://tea.texas.gov/reports-and-data/school-performance/results-driven-accountability-data-and-reports>. Users can search for LEA determination reports by district name or county-district number (CDN).
- LEA Determinations in the Ascend Application: TEA makes determinations available in the Ascend Texas Application, a secure platform within TEAL that supports LEAs in data collection and monitoring activities.

Ongoing Support and Guidance

TEA provides multiple resources to help LEAs understand and navigate their annual determinations.

- TEA/ESC Zoom Calls: TEA collaborates with regional education service centers (ESCs) to provide updates on determination results during ESC Zoom meetings.
- TEA/LEA Webinars: Regular webinars provide guidance on determination processes and timelines. These sessions are recorded and available at: <https://tea.texas.gov/academics/special-student-populations/special-education/tea-special-education-webinars-and-newsletters>
- Technical Documentation: The 2023 RDA Special Education Determination Level Framework explains the methodology and statewide distribution of

determinations. This document is available at: <https://tea.texas.gov/student-populations/review-and-support/rda-documentation>

Summary

TEA's annual determination process provides a standardized, data-driven approach to assessing LEA performance. By combining federal compliance indicators and performance metrics, TEA ensures that LEAs receive clear, actionable feedback to support continuous improvement in special education services.

Provide the web link to information about the State's general supervision policies, procedures, and process that is made available to the public.

<https://tea.texas.gov/academics/special-student-populations/review-and-support>

Technical Assistance System:

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

The Texas Education Agency (TEA) has established a comprehensive, multi-tiered technical assistance (TA) system to ensure the timely delivery of high-quality, evidence-based support to local educational agencies (LEAs). TEA's approach leverages regional education service centers (ESCs), targeted grant programs, statewide initiatives, interagency collaborations, and digital platforms to enhance special education services and promote continuous improvement.

Regional Education Service Centers (ESCs)

TEA coordinates with 20 regional ESCs to provide professional development, training, and implementation support to LEAs, families, and community stakeholders. ESCs serve as the primary conduit for technical assistance by:

- Developing annual Special Education Continuous Improvement Plans (SECIPs) aligned with state-level performance targets.
- Providing universal, targeted, and intensive technical assistance to LEAs based on their needs.
- Offering training sessions, guidance, and individualized coaching to improve IDEA implementation.
- Reporting quarterly formative data and annual summative data to TEA on high-leverage regional activities.

ESCs work in close collaboration with TEA staff, identifying scalable best practices and targeted areas for improvement in special education services.

Statewide Technical Assistance Grants and Programs

TEA directs IDEA Part B discretionary funds to statewide technical assistance grants that support specific areas of need in special education. These targeted initiatives provide resources, training, and direct support to LEAs.

- Child Find, Evaluation, and ARD Supports: Provides resources and training on Child Find practices, comprehensive evaluations, and ARD committee processes to ensure children with disabilities receive appropriate services.
- Texas Statewide Leadership for Autism Training (TSLAT): Supports educators serving students with autism by offering evidence-based training, technical assistance, and instructional resources.
- Texas Complex Access (TX CAN): Increases LEA capacity to support students with significant cognitive disabilities through specialized technical assistance and resources.
- Texas Sensory Support (TxSS): Assists educators working with students who have sensory impairments, including visual, auditory, and tactile needs.
- Small and Rural Schools (SRS): Provides specialized support for LEAs in small and rural communities to ensure equitable access to special education services.
- Student-Centered Transitions (SCT): Builds collaborative infrastructures to support transition planning from early childhood through high school and post-secondary readiness.
- Dyslexia Technical Assistance: Supports LEAs, educators, and families with training, resources, and a dedicated dyslexia helpline to improve instruction for students with dyslexia.

These grants ensure that critical areas of need receive targeted, sustained support, while ESCs help implement these initiatives statewide.

Interagency Collaboration and Partnerships

TEA collaborates with institutes of higher education, state agencies, and stakeholder organizations to enhance technical assistance delivery and resource-sharing. These partnerships:

- Expand specialized expertise and promote best practices in special education.
- Support innovative TA models that align with federal and state priorities.
- Foster stakeholder engagement through advisory councils and community partnerships.

By integrating statewide expertise and local implementation support, TEA ensures that technical assistance is both high-quality and accessible to all LEAs.

Digital Platforms for Technical Assistance

To maximize accessibility and efficiency, TEA maintains centralized digital platforms for special education technical assistance:

- Texas SPED Support (<https://spedsupport.tea.texas.gov/>): Serves as the primary repository for training, professional development, and implementation guidance.
- SPEDTex (<https://www.spedtex.org/>): Provides user-friendly, culturally responsive information to parents, educators, and service providers.
- RDA Documentation (<https://tea.texas.gov/student-populations/review-and-support/rda-documentation>): Offers guidance on monitoring and compliance requirements for LEAs.

These platforms consolidate TA resources, allowing LEAs, educators, and families to quickly access critical information and training opportunities.

Data-Driven Continuous Improvement

TEA's technical assistance system is rooted in continuous improvement. Grantees and ESCs submit regular performance reports, allowing TEA to:

- Monitor TA effectiveness and identify best practices.
- Adjust TA strategies based on LEA needs and performance trends.

- Ensure resources are allocated efficiently to maximize impact.

By using data-driven decision-making, TEA ensures that technical assistance remains responsive, effective, and aligned with special education priorities.

Summary

TEA's technical assistance system integrates regional support, targeted grant programs, interagency collaboration, and digital platforms to provide timely, high-quality, and evidence-based support to LEAs. By leveraging diverse institutional partnerships and continuously refining its TA delivery, TEA ensures that LEAs have the resources, training, and guidance necessary to improve outcomes for students with disabilities.

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 children with disabilities.

The Texas Education Agency (TEA) has established a comprehensive professional development system to ensure that service providers have the necessary skills to effectively support children with disabilities and improve student outcomes. TEA's professional development initiatives are delivered through regional education service centers (ESCs), statewide training programs, online learning platforms, and targeted grant-funded projects. These efforts ensure that educators and other service providers have access to high-quality, evidence-based training opportunities tailored to meet the diverse needs of children with disabilities (CWD).

Educator Certification and Continuing Professional Education (CPE)

Texas educators must complete state certification requirements and participate in continuing professional education (CPE) to maintain their certification.

- Educators with a standard certificate must renew their certification every five years by completing the required number of CPE hours.
- CPE providers must be approved and registered with the State Board for Educator Certification (SBEC) and TEA to ensure high-quality training aligned with student achievement goals.
- TEA offers professional development through Education Service Centers (ESCs), institutes of higher education, local educational agencies (LEAs), and online learning platforms such as TEALearn (<https://register.tealearn.com>).

TEA provides additional resources through the Texas Educators website (<https://tea.texas.gov/texas-educators>) and ESC regional websites (<https://tea.texas.gov/about-tea/other-services/education-service-centers>).

Statewide Professional Development Initiatives

TEA leverages ESCs and statewide technical assistance grants to deliver targeted professional development programs. The train-the-trainer model is a key component, where ESCs receive training from TEA and statewide grantees and then train LEA staff while providing follow-up coaching to ensure implementation fidelity.

- Standards-Based Individualized Education Program (IEP) Process Training: Offered in synchronous, asynchronous, and blended formats, this training is tailored for educators, administrators, speech-language pathologists, counselors, occupational therapists, and physical therapists.
- Autism Circuit Academy: A year-long professional development program that trains educators on implementing evidence-based practices (EBPs) for students with autism through coaching and follow-up support.
- Supporting Students with Complex Access Needs: TEA offers coaching-based professional development for educators working with students with significant cognitive disabilities. Training topics include:
 - o Building a Foundation for Supporting Students with Complex Access Needs
 - o Inclusive Practices for Students with Complex Support Needs
 - o A Step Toward IEP Quality and Rigor
 - o Universal Design for Learning (UDL) for Students with Complex Access Needs
- Student-Centered Transition Training: TEA offers transition-focused training, including:
 - o Writing Appropriate Measurable Postsecondary Goals
 - o Conducting Necessary Transition Assessments
 - o Coordinating Activities for Transition Planning
 - o Required training for Transition and Employment Designees (TEDs) to ensure each LEA has a trained staff member to support student transition needs.

Dyslexia and Assistive Technology Professional Development

TEA provides dyslexia-focused professional development through the Texas Dyslexia Academy, which consists of six modules:

- Dyslexia Foundations
- The Dyslexia Handbook
- Considerations for Emergent Bilingual Students
- IDEA and Dyslexia
- Screening for Dyslexia
- Dysgraphia

To support educators with assistive technology (AT) integration, TEA launched the Assistive Technology Repository Website in 2023 (<https://at.tea.texas.gov/>), providing training and guidance on technology tools that enhance student access to grade-level learning.

Inclusion and Multi-Tiered Systems of Support (MTSS) Training

TEA has developed statewide professional learning programs to increase educator knowledge of inclusive practices. These include:

- Universal Design for Learning (UDL)
- Specially Designed Instruction
- Collaboration and Flexible Grouping for Students with IEPs

Additionally, TEA launched the Strategic Integration Liaisons (SIL) Initiative in 2022 to support Multi-Tiered Systems of Support (MTSS) and the Inclusion Framework. The SIL project completed a two-year pilot in July 2024, expanding to 24 liaisons statewide to provide coaching, technical assistance, and professional development for LEA leadership teams.

The Tiered Interventions using Evidence-Based Research (TIER) Grant provides training on evidence-based intervention practices within an MTSS framework. TIER has:

- 166 certified trainers across ESCs and LEAs who deliver MTSS training.
- Trained 3,801 educators in person during the 2023-2024 school year.
- Delivered 42,894 online self-paced learning courses on MTSS to educators across the state.

Statewide Learning Platforms and Digital Resources

TEA offers professional development resources through centralized digital platforms, including:

- Texas SPED Support (<https://spedsupport.tea.texas.gov/>): A one-stop platform for professional development, online courses, and instructional resources.
- SPEDTex (<https://www.spedtex.org/>): A resource center providing special education information and training for parents, educators, and service providers.

Data-Driven Continuous Improvement in Professional Development

TEA ensures professional development is data-driven and continuously refined based on feedback from ESCs, LEAs, and educators. ESCs and grantees submit quarterly and annual performance reports to TEA, which helps:

- Monitor the effectiveness of training programs.
- Adjust training content and delivery methods based on educator needs.
- Expand successful professional development initiatives statewide.

By maintaining a responsive, evidence-based approach, TEA ensures that educators receive relevant training that leads to improved student outcomes.

Summary

TEA's professional development system is designed to equip educators, service providers, and administrators with the skills necessary to support students with disabilities effectively. Through certification requirements, ESC training, statewide grants, online learning platforms, and targeted professional development initiatives, TEA ensures that educators have access to the tools, resources, and training necessary to improve outcomes for children with disabilities across Texas.

Stakeholder Engagement:

The mechanisms for broad stakeholder engagement, including activities carried out to obtain input from, and build the capacity of, a diverse group of parents to support the implementation activities designed to improve outcomes, including target setting and any subsequent revisions to targets, analyzing data, developing improvement strategies, and evaluating progress.

The Texas Education Agency (TEA) has established a comprehensive stakeholder engagement system that ensures broad, diverse, and continuous input into special education planning, implementation, and evaluation. This system follows the Texas Continuous Improvement Process (TCIP) model, which integrates annual feedback from stakeholders to improve special education services at the local, regional, and state levels. TEA collects stakeholder input through surveys, public forums, stakeholder meetings, and advisory committees, ensuring that diverse perspectives inform state priorities and decisions.

Stakeholder engagement includes parents, teachers, service providers, evaluation personnel, special education directors, district and campus administrators, Education Service Centers (ESCs), institutions of higher education, parent-support and advocacy groups, related state agencies, and other established stakeholder groups. TEA systematically reviews stakeholder group membership and seeks recommendations from internal and external entities to fill vacancies, ensuring statewide geographic and demographic representation.

Texas Continuous Improvement Steering Committee (TCISC)

The Texas Continuous Improvement Steering Committee (TCISC) is an external advisory workgroup that provides guidance on key special education issues in Texas. The purpose of this committee is to facilitate ongoing stakeholder input into the Texas Continuous Improvement Process (TCIP). The TCISC:

- Provides guidance on setting and revising State Performance Plan (SPP) indicator targets.
- Reviews and analyzes the Annual Performance Report (APR), the State Systemic Improvement Plan (SSIP), and progress on SPP indicator targets.
- Discusses statewide monitoring and general supervision activities and provides feedback to TEA to guide improvement efforts.
- Engages in discussions related to compliance and performance monitoring in Texas.

The TCISC meets quarterly to ensure that a broad range of perspectives are considered in decision-making processes related to improving results for children with disabilities (CWD) and their families.

Special Education Directors Panel

TEA also engages local special education directors through the Special Education Directors Panel, which serves as a direct feedback mechanism between LEAs and TEA. This panel includes special education directors from various LEA types, sizes, and geographic regions, ensuring representation from across Texas.

The purpose of this panel is to provide feedback on TEA initiatives and special education projects. TEA works closely with ESCs, which nominate LEA special education directors from their region to serve on the panel. This structure ensures that TEA captures first-hand input from LEA leaders regarding challenges, implementation issues, and areas of need.

The Special Education Directors Panel meets four times per year, both in-person and virtually, allowing for ongoing and accessible engagement.

Texas Continuing Advisory Committee (CAC) for Special Education

The Texas Continuing Advisory Committee (CAC) for Special Education is the state advisory panel required under the Individuals with Disabilities Education Act (IDEA). The CAC consists of 17 members appointed by the Office of the Governor, each serving staggered four-year terms, with the terms of eight or nine members expiring every two years.

The CAC plays a critical role in identifying and addressing unmet needs in the education of children with disabilities across Texas. It provides advisory input on IDEA-related issues, data reporting, compliance requirements, and policy development.

The CAC meets at least quarterly in public meetings, allowing for transparency and engagement with broader stakeholder groups. The responsibilities of the CAC include:

- Advising TEA on unmet needs in the education of children with disabilities.
- Providing public comments on proposed state rules and regulations related to special education.
- Assisting TEA in developing data reporting systems, including reports to the U.S. Secretary of Education under IDEA.
- Recommending corrective action plans in response to federal monitoring reports.
- Advising TEA on coordinating services across agencies for children with disabilities.

Additionally, the CAC plays a key role in reviewing policies related to significant disproportionality and must submit a biennial report to the Texas Legislature recommending changes to state laws and TEA rules related to special education.

Meeting dates, agendas, and minutes for the CAC are publicly available on the Continuing Advisory Committee for Special Education webpage: <https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/continuing-advisory-committee-for-special-education-cac-meeting-dates-agendas-and-minutes>.

Expanding Opportunities for Parent and Community Engagement

TEA is committed to ensuring parents and families are actively engaged in special education planning and decision-making. TEA partners with parent organizations, advocacy groups, and community stakeholders to provide training, outreach, and resources to empower parents as key partners in the educational process.

TEA facilitates public input sessions, statewide surveys, and stakeholder advisory meetings to gather feedback from families on special education policies, practices, and improvement strategies. This engagement helps ensure that Texas parents play an active role in shaping IDEA implementation and improving outcomes for children with disabilities (CWD).

Summary

TEA's stakeholder engagement system ensures ongoing, structured opportunities for input from parents, educators, and community members. Through advisory groups such as the TCISC, Special Education Directors Panel, and the CAC, TEA gathers feedback, develops improvement strategies, and evaluates progress toward improving special education services. These mechanisms help strengthen IDEA implementation, enhance parent engagement, and drive continuous improvement across Texas.

Apply stakeholder engagement from introduction to all Part B results indicators (y/n)

YES

Number of Parent Members:

14

Parent Members Engagement:

Describe how the parent members of the State Advisory Panel, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in setting targets, analyzing data, developing improvement strategies, and evaluating progress.

The Texas Continuing Advisory Committee (CAC) for Special Education serves as the state advisory panel required under the Individuals with Disabilities Education Act (IDEA) and consists of 17 members appointed by the Office of the Governor. Each member serves a staggered four-year term, with the terms of eight or nine members expiring every two years. Currently, five members are parents, and the Texas Education Agency (TEA) is actively seeking to fill the remaining parent vacancy to ensure continued parent representation.

In accordance with 20 U.S.C. §1416(a)(21)(D) and state regulations, the CAC must submit a biennial report to the Texas Legislature detailing recommended changes to state laws and agency rules related to special education. The CAC also conducts public meetings in compliance with Texas Open Meetings Act, allowing for public participation and commentary.

The CAC plays a critical role in ensuring parent voices are central to special education planning and decision-making. It helps identify unmet needs in the education of children with disabilities (CWD) and provides guidance on data reporting, corrective action plans, and policy implementation.

The CAC meets at least quarterly in public meetings and carries out the following key functions:

- Advises TEA on unmet needs in special education services across Texas.
- Reviews and comments publicly on proposed state regulations and rules related to the education of CWD.
- Assists TEA in developing evaluations and data reporting to the U.S. Secretary of Education under Section 1418 of IDEA.
- Guides TEA in developing corrective action plans in response to federal monitoring reports under IDEA.
- Provides recommendations on coordinating special education services across state agencies.

Additionally, the CAC advises TEA on standards for significant disproportionality determinations and is required by state law to submit a biennial report to the Texas Legislature with recommended changes to state law and agency rules affecting special education.

Parents serving on the CAC contribute significantly by analyzing data, evaluating progress, and providing firsthand insights and feedback to shape policies and improvement strategies for CWD. Their input ensures that state policies align with the real-world experiences of families and communities.

Meeting dates, agendas, and minutes for the CAC are publicly available on the Continuing Advisory Committee for Special Education webpage: <https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/continuing-advisory-committee-for-special-education-cac-meeting-dates-agendas-and-minutes>.

Texas Continuous Improvement Steering Committee (TCISC)

The Texas Continuous Improvement Steering Committee (TCISC) is an external advisory workgroup that provides input on key special education issues. The committee currently consists of 13 members, including two parents.

The TCISC plays a central role in reviewing special education progress and ensuring that improvement strategies align with the needs of families. The committee meets quarterly to analyze data and provide structured input to TEA on improving outcomes for CWD. The primary responsibilities of the TCISC include:

- Advising TEA on setting and revising indicator targets for the State Performance Plan (SPP).
- Reviewing and analyzing the Annual Performance Report (APR), the State Systemic Improvement Plan (SSIP), and progress on SPP indicator targets, including slippage.
- Discussing statewide monitoring activities and providing feedback to assist in improvement planning.
- Engaging in discussions regarding general supervision activities in the state.

Parents on the TCISC are directly involved in analyzing data for each SPP/APR indicator, evaluating progress toward targets, and reviewing trends in historical performance and compliance. Their contributions ensure that data-driven decision-making reflects the lived experiences of families. They also provide valuable insights into data sources, collection methods, and the impact of special education services on student outcomes.

Special Education Directors Panel

The Special Education Directors Panel consists of local educational agency (LEA) special education directors, with seven of its 13 members being parents. This ensures strong parent representation in discussions related to TEA's special education initiatives.

The panel provides feedback on TEA projects and initiatives to ensure that policy decisions reflect the needs of CWD and their families. ESC special education directors nominate LEA directors to serve on this panel, ensuring that the group represents diverse geographic regions and district types across Texas.

The panel meets four times per year, both in person and virtually, allowing for continuous engagement and collaboration. Parents on the Special Education Directors Panel actively contribute by sharing their personal experiences and perspectives on special education services. Their input helps shape improvement strategies, guide decision-making, and ensure policies address the real challenges faced by families and LEAs.

Parent Engagement Across TEA's Initiatives

Beyond formal advisory committees, TEA actively engages individual parents, parent center staff, and parent advocacy groups in ongoing planning and improvement efforts. Parent voices are incorporated into every stage of the continuous improvement process, including:

- Setting and revising targets for SPP indicators based on family input.
- Analyzing data to identify trends and evaluate progress on IDEA implementation.
- Developing improvement strategies that align with the real-world needs of children and families.
- Evaluating progress through ongoing discussions, surveys, and public forums.

TEA works closely with statewide and regional parent centers to ensure that families have access to the resources, training, and supports needed to advocate for their children. These collaborations help empower parents as equal partners in the special education process.

Summary

The active participation of parents in TEA's stakeholder engagement efforts ensures that family perspectives are at the center of special education decision-making. Through the CAC, TCISC, Special Education Directors Panel, and broader outreach efforts, TEA gathers critical feedback from parents to improve special education services across Texas. By involving parents in setting targets, analyzing data, developing improvement strategies, and evaluating progress, TEA ensures that the voices of families are heard, valued, and reflected in policy decisions.

Activities to Improve Outcomes for Children with Disabilities:

The activities conducted to increase the capacity of diverse groups of parents to support the development of implementation activities designed to improve outcomes for children with disabilities.

The Texas Education Agency (TEA) is committed to improving outcomes for children with disabilities (CWD) by increasing the capacity of diverse parent groups to support the development and implementation of effective strategies. To achieve this goal, TEA collaborates with regional education service centers (ESCs) and the Special Education Information Center (SPEDTex) to provide technical assistance (TA), resources, and meaningful engagement opportunities for parents.

ESCs play a critical role in TEA's special education TA infrastructure by delivering training and support to parents, local educational agencies (LEAs), and community stakeholders. Each ESC develops an annual Regional Special Education Continuous Improvement Plan (SECIP) aligned with the State Systemic Improvement Plan (SSIP). These plans are based on data-driven needs assessments and describe improvement activities designed to address progress or slippage in key special education indicators.

Parent Engagement Through SPEDTex

TEA has designated SPEDTex as the primary statewide resource for educating and engaging parents. SPEDTex collaborates with families, educators, and advocacy groups to develop and deliver resources that support partnerships between schools, families, and communities.

The SPEDTex website (<https://www.spedtex.org/>) serves as a centralized, mobile-friendly hub for parents and stakeholders, offering resources such as:

- Procedural Safeguards and the Parent's Guide to the ARD Process available in 34 languages, including American Sign Language (ASL).
- Personalized parent accounts allowing families to receive customized reminders, participate in focus groups, and access training opportunities in English and Spanish.
- A Resource Locator tool, parent training webinars, and special education process information, including laws, evaluation procedures, and dispute resolution guidance.

SPEDTex also provides direct support to parents through phone, email, and online chat in English and Spanish. In the past year, SPEDTex consultants responded to over 20,991 inquiries, reflecting the high demand for family engagement support.

To ensure widespread accessibility, every LEA and ESC in Texas is required to provide a direct link to the SPEDTex website on their official pages.

Expanding Parent Capacity Through Webinars and Training

TEA uses data from the SPEDTex Data Dashboard to determine training topics for statewide parent engagement. TEA provides:

- Statewide webinars covering Special Education Updates, Dyslexia Q&A, Transition Planning, Dispute Resolution, Autism Resources, and Post-School Outcomes for Families.
- Descriptions of the 13 disability categories under IDEA to help parents understand eligibility criteria.
- A frequently updated FAQ section based on common parent inquiries.

In FFY 2023, over 16,000 families subscribed to the SPEDTex monthly newsletter, which highlights current trends, parent training opportunities, and important state updates.

Collecting Parent Feedback Through Surveys and Program Reviews

As part of the six-year monitoring cycle, TEA conducts special education program reviews in all LEAs, which include:

- Multilingual electronic surveys (available in Arabic, Chinese, Filipino, Vietnamese, Burmese, and other languages) to gather parent feedback on special education services.
- On-site stakeholder interviews, with translators available as needed.

Survey and interview responses inform TEA's ongoing improvement efforts by identifying areas of strength and areas for growth in LEA special education programs.

Improving Parent Involvement Survey Participation

To increase participation in the annual Parent Involvement Survey, TEA has implemented targeted strategies, including:

- Collaboration with district liaisons to streamline administration.
- SPEDTex-hosted instructional webinars in English and Spanish (recorded for accessibility).
- Frequent follow-up with LEAs, encouraging the use of the response rate dashboard for real-time tracking.
- Direct district communication, including phone and email reminders about survey completion deadlines.
- Engagement of ESC Special Education Directors to provide additional support for survey outreach.
- Direct family outreach, including personalized phone calls to parents in districts with low response rates.

These strategies are designed to enhance engagement and increase participation among historically underrepresented parent groups.

Building Parent Knowledge and Advocacy

To ensure that parents understand their rights and can effectively advocate for their child's education, TEA has launched several key initiatives:

- The My SPEDTex Portal, which provides timely, customized updates based on a child's annual ARD meeting and evaluation dates.
- SPEDTex Family Resource Sessions, which bring together parents, educators, and specialists to discuss special education policies and best practices.
- The School, Family, and Community Engagement Initiative, which provides training and coaching for families on how to navigate special education processes, participate in ARD meetings, and support transition planning for post-secondary success.

Summary

TEA's family engagement efforts ensure that diverse parent groups have access to the knowledge, resources, and support necessary to actively participate in the development and implementation of special education programs. Through a statewide network of ESCs, SPEDTex, and targeted training initiatives, TEA is committed to strengthening partnerships between families, schools, and communities to improve outcomes for CWD across Texas. For more information, visit: <https://www.spedtex.org/>.

Soliciting Public Input:

The mechanisms and timelines for soliciting public input for setting targets, analyzing data, developing improvement strategies, and evaluating progress.

The Texas Education Agency (TEA) is committed to soliciting public input throughout the development of the State Performance Plan/Annual Performance Report (SPP/APR). Public input is essential for setting targets, analyzing data, developing improvement strategies, and evaluating progress. TEA actively engages multiple stakeholder groups, including the Texas Continuous Improvement Stakeholder Committee (TCISC), the Texas Continuing Advisory Committee (CAC) for Special Education, regional education service centers (ESCs), and the Special Education Directors panel to ensure diverse perspectives inform the development of special education policies and initiatives.

Texas Continuous Improvement Stakeholder Committee (TCISC)

The TCISC serves as an external workgroup that provides advisement on critical special education matters. One of its primary responsibilities is to review, analyze, and provide guidance on setting and revising indicator targets for the SPP.

During the past year, the TCISC met quarterly to:

- Review and analyze the Annual Performance Report (APR), the State Systemic Improvement Plan (SSIP), and progress on indicator targets, including any slippage.
- Discuss statewide activities related to general supervision and compliance monitoring.
- Provide feedback to assist in improvement planning efforts and the development of evidence-based strategies to improve outcomes for children with disabilities (CWD).

The TCISC's recommendations supported TEA in refining improvement strategies aimed at enhancing the educational experience and performance of CWD across the state.

Texas Continuing Advisory Committee (CAC) for Special Education

The CAC, required under the Individuals with Disabilities Education Act (IDEA), serves as the state advisory panel for special education. The 17-member committee is appointed by the Office of the Governor, with members serving staggered four-year terms. The CAC's role is to advise TEA on policies, unmet needs, and special education program implementation in Texas.

During the past year, the CAC met quarterly in public meetings to:

- Advise TEA on unmet needs within special education services across the state.
- Provide public comments on proposed state rules and regulations affecting CWD.
- Offer guidance on data evaluations, reporting, and state-level corrective action plans in response to federal monitoring findings.

- Recommend policy improvements for coordinating services for CWD statewide.

TEA ensures public transparency by publishing CAC meeting dates, agendas, and minutes on its website:

<https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/continuing-advisory-committee-for-special-education-cac-meeting-dates-agendas-and-minutes>.

Regional Education Service Centers (ESCs) and Local Engagement

Each ESC develops an annual Regional Special Education Continuous Improvement Plan (SECIP), which identifies regionally developed improvement activities to support special education programs. The SECIP aligns with the SSIP and leverages data analysis at the regional and LEA level to define measurable goals and strategies.

ESCs report quarterly on their progress, outlining:

- Key activities implemented to address state targets.
- Challenges and successes in regional and local service delivery.
- Capacity-building efforts for educators, service providers, and families.

ESCs also play a critical role in facilitating public engagement, hosting family training sessions, stakeholder feedback meetings, and regional summits to inform and engage parents and educators in special education decision-making.

Special Education Directors Panel

The Special Education Directors panel consists of LEA special education directors, with members nominated by ESC special education directors from their respective regions. This panel provides state-level insight on the real-time challenges and needs of special education programs.

During the past year, the Special Education Directors panel met quarterly with TEA to:

- Provide direct feedback on special education policies and initiatives.
- Discuss the impact of state-level decisions on LEA implementation.
- Review and refine TEA's special education strategies based on local needs.

By engaging with LEA leadership, TEA ensures that SPP/APR target-setting and policy development reflect on-the-ground realities and support meaningful improvement for CWD across all school districts in Texas.

Public Engagement Process and Transparency

In addition to stakeholder committees, TEA actively solicits public input through various mechanisms, including:

- Public comment periods on proposed rule changes and SPP/APR indicators.
- Statewide surveys to collect feedback from parents, educators, and advocacy organizations.
- Virtual and in-person public forums to share updates, gather community perspectives, and discuss improvement strategies.
- Annual reports detailing progress on special education initiatives and data analysis findings.

TEA ensures broad accessibility by making public meeting materials, policy updates, and survey results available online.

Summary

TEA's structured, multi-layered approach to soliciting public input ensures that SPP/APR target-setting, data analysis, improvement planning, and progress evaluation are informed by a diverse range of voices. Through regular engagement with CAC, TCISC, ESCs, the Special Education Directors panel, and public outreach initiatives, TEA creates a transparent, inclusive, and data-driven framework that supports the continuous improvement of special education services for CWD across Texas.

For more information, visit:

<https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/continuing-advisory-committee-for-special-education-cac-meeting-dates-agendas-and-minutes>.

Making Results Available to the Public:

The mechanisms and timelines for making the results of the target setting, data analysis, development of the improvement strategies, and evaluation available to the public.

The Texas Education Agency (TEA) is committed to transparency and public engagement in the development and evaluation of the State Performance Plan/Annual Performance Report (SPP/APR). To ensure that stakeholders have access to the results of target setting, data analysis, improvement strategies, and evaluations, TEA use a variety of communication mechanisms and a regular timeline for disseminating information.

TEA annually releases the SPP/APR for the current six-year cycle, providing detailed reports on the state's performance and progress toward meeting established targets. These reports are made publicly available on TEA's State Performance Plan/Annual Performance Report webpage (<https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-annual-performance-report>). In accordance with the Individuals with Disabilities Education Act (IDEA) 2004 Section 616(b)(2)(C)(i)(II), TEA also produces an annual State Performance Plan Indicator Report for each local educational agency (LEA), comparing their performance to state targets. These LEA-specific reports are accessible through TEA's State Performance Plan Indicators Report webpage (<https://rptsrv1.tea.texas.gov/idea/index.html>).

TEA's Special Populations Systemwide Integration Division hosts regular webinars and Zoom meetings for LEAs and education service centers (ESCs) throughout the year (often monthly). The meetings provide the information on special education in Texas, including updates on target setting, data analysis, improvement strategies, and evaluations. Webinar recordings are posted on the TEA Special Education Webinars and Newsletters webpage (<https://tea.texas.gov/academics/special-student-populations/special-education/tea-special-education-webinars-and-newsletters>).

TEA publishes a monthly Special Education newsletter, available by subscription, which provides timely information, important dates, and new resources. The newsletters are archived on TEA's Special Education Webinars and Newsletters webpage (<https://tea.texas.gov/academics/special-student-populations/special-education/tea-special-education-webinars-and-newsletters>).

To the Administrator Addressed (TAA) correspondence service as the TEA official key communication channel to the public. TAAs are published throughout the year (often of every Thursday but also as needed for time sensitive information) and serve as essential updates for LEAs, regional ESCs, and other stakeholders. The TEA communications are disseminated on TEA website and through listserv announcements, ensuring that the public,

including parents, LEAs, and ESCs, receive relevant and timely information. TAAs can be found on TEA's "To The Administrator Addressed Correspondence" website (<https://tea.texas.gov/about-tea/news-and-multimedia/correspondence>).

TEA is responsive to inquiries from the public, addressing questions and concerns via phone calls, emails, and Public Information Requests (PIRs). This direct engagement allows stakeholders to seek clarification and provide feedback on the SPP/APR process and results.

The entirety of these communication mechanisms supports a consistent timeline for sharing information throughout the year. TEA demonstrates its commitment to making the results of target setting, data analysis, improvement strategies, and evaluations readily available to the public. This approach fosters transparency, accountability, ongoing collaboration, and trust with stakeholders for children with disabilities (CWD).

Reporting to the Public

How and where the State reported to the public on the FFY 2022 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 2022 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/APR, including any revisions if the State has revised the targets that it submitted with its FFY 2022 APR in 2024, is available.

The Texas Education Agency (TEA) is committed to transparency and public accountability regarding the performance of local educational agencies (LEAs) in meeting state targets for the Individuals with Disabilities Education Act (IDEA) Part B programs. In compliance with 34 CFR § 300.602(b)(1)(i)(A), TEA reported on the FFY 2022 performance of each LEA against the targets established in the State Performance Plan/Annual Performance Report (SPP/APR) within 120 days of submitting its FFY 2022 SPP/APR to the Office of Special Education Programs (OSEP).

To facilitate public access to this information, TEA developed an interactive report generator, available on the State Performance Plan Indicator Reports website (<https://rptsvr1.tea.texas.gov/idea/index.html>). The FFY 2022 LEA performance reports were published on this platform on April 26, 2024, ensuring compliance with the 120-day post-submission deadline on February 1, 2024. Members of the public can generate customized reports by selecting the relevant school year, report format (PDF or HTML), report level (State, Region, or District), and then entering the specific LEA name or its unique six-digit county-district number (CDN) assigned by TEA from the Texas Education Directory (AskTED).

TEA submitted its FFY 2022 SPP/APR for IDEA Part B state formula grant programs to OSEP through the Education Monitoring and Planning System (EMAPS) by February 1, 2024. The complete FFY 2022 SPP/APR, along with archived SPP/APRs for the current six-year cycle, are publicly available on TEA's State Performance Plan/Annual Performance Report webpage (<https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-annual-performance-report>). It is important to note that the state maintained the original targets for the current six-year cycle, as submitted with its FFY 2020 SPP/APR on February 1, 2022.

By providing easily accessible, transparent, and timely information on LEA performance in relation to state targets, TEA demonstrates its commitment to public accountability and engagement in the continuous improvement of services and outcomes for students with disabilities across Texas.

Intro - Prior FFY Required Actions

None

Intro - OSEP Response

Intro - Required Actions

Indicator 1: Graduation

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

Data Source

Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in EDFacts file specification FS009.

Measurement

States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs who exited high school (ages 14-21) in the denominator.

Instructions

Sampling is not allowed.

Data for this indicator are “lag” data. Describe the results of the State’s examination of the data for the year before the reporting year (e.g., for the FFY 2023 SPP/APR, use data from 2022-2023), and compare the results to the target.

Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.

Do not include in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved but are known to be continuing in an educational program.

Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma. If the conditions that youth with IEPs must meet in order to graduate with a regular high school diploma are different, please explain.

1 - Indicator Data

Historical Data

Baseline Year	Baseline Data
2020	44.77%

FFY	2018	2019	2020	2021	2022
Target >=	88.50%	90.00%	44.77%	45.00%	46.00%
Data	77.86%	77.92%	44.77%	46.27%	49.34%

Targets

FFY	2023	2024	2025
Target >=	47.00%	48.00%	50.00%

Targets: Description of Stakeholder Input

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Stakeholder engagement includes parents, teachers, service providers, evaluation personnel, special education directors, district and campus administrators, Education Service Centers (ESCs), institutions of higher education, parent-support and advocacy groups, related state agencies, and other established stakeholder groups. TEA systematically reviews stakeholder group membership and seeks recommendations from internal and external entities to fill vacancies, ensuring statewide geographic and demographic representation.

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- Discusses statewide monitoring and general supervision activities and provides feedback to TEA to guide improvement efforts.
- Engages in discussions related to compliance and performance monitoring in Texas.

The TCISC meets quarterly to ensure that a broad range of perspectives are considered in decision-making processes related to improving results for children with disabilities (CWD) and their families.

Special Education Directors Panel

TEA also engages local special education directors through the Special Education Directors Panel, which serves as a direct feedback mechanism between LEAs and TEA. This panel includes special education directors from various LEA types, sizes, and geographic regions, ensuring representation from across Texas.

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Summary

TEA's stakeholder engagement system ensures ongoing, structured opportunities for input from parents, educators, and community members. Through advisory groups such as the TCISC, Special Education Directors Panel, and the CAC, TEA gathers feedback, develops improvement strategies, and evaluates progress toward improving special education services. These mechanisms help strengthen IDEA implementation, enhance parent engagement, and drive continuous improvement across Texas.

Prepopulated Data

Source	Date	Description	Data
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education by graduating with a regular high school diploma (a)	20,518
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education by graduating with a state-defined alternate diploma (b)	
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education by receiving a certificate (c)	13,952
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education by reaching maximum age (d)	175
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (e)	5,675

FFY 2023 SPP/APR Data

Number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma	Number of all youth with IEPs who exited special education (ages 14-21)	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
20,518	40,320	49.34%	47.00%	50.89%	Met target	No Slippage

Graduation Conditions

Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma.

The criteria to graduate with a regular high school diploma in Texas includes the following requirements:

Overview of Graduation Requirements: In Texas, the conditions for students to earn a high school diploma are outlined in Title 19 of the Texas Administrative Code (TAC), Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements TAC Chapter 74 (19 TAC § 74.000(B); [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=2&ch=74&sch=B&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=2&ch=74&sch=B&rl=Y)).

Foundation High School Program Requirements: To graduate, students must complete the foundation high school program. This program includes several key elements:

- Minimum Credit Requirements: Students must earn at least 22 credits under the foundation program
- Endorsements: Students starting high school are required to pursue a diploma with an endorsement (26 credits required), which may be in areas like STEM, business and industry, public services, arts and humanities, or multidisciplinary studies. Students can opt-out under specific conditions
- Distinguished Level of Achievement: This includes earning an endorsement and completing four credits each in science and mathematics
- Performance Acknowledgments: Acknowledgments may be earned for achievements in areas like dual credit courses, bilingualism, performance in advanced tests, or earning certifications

State Testing Requirements: Students must also fulfill state testing requirements to be eligible for graduation. Proficiency in Communication Skills: Proficiency in certain communication skills, as determined by the local educational agency (LEA) is required.

Financial Aid Application: Graduation eligibility requires students complete the FAFSA or the Texas Application for State Financial Aid (TASFA), unless exception apply.

Special Education Services: For students receiving special education services, additional clarifications on graduation requirements are provided under 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter AA, Commissioner's Rules Concerning Special Education Services, Division 2, Rule 89.1070 TAC Chapter 89 (19 TAC §89.1070; [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=89&rl=1070](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=89&rl=1070)).

Are the conditions that youth with IEPs must meet to graduate with a regular high school diploma different from the conditions noted above? (yes/no)

NO

Provide additional information about this indicator (optional)

For additional information about this indicator, visit the following Texas Education Agency (TEA) webpage: <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>.

For additional information about the state graduation requirements, visit the following TEA webpage: <https://tea.texas.gov/academics/graduation-information/state-graduation-requirements>.

1 - Prior FFY Required Actions

None

1 - OSEP Response

1 - Required Actions

Indicator 2: Drop Out

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs who exited special education due to dropping out. (20 U.S.C. 1416 (a)(3)(A))

Data Source

Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in ED Facts file specification FS009.

Measurement

States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who exited special education (ages 14-21) in the denominator.

Instructions

Sampling is not allowed.

Data for this indicator are "lag" data. Describe the results of the State's examination of the section 618 exiting data for the year before the reporting year (e.g., for the FFY 2023 SPP/APR, use data from 2022-2023), and compare the results to the target.

Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.

Do not include in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved but are known to be continuing in an educational program.

Provide a narrative that describes what counts as dropping out for all youth. Please explain if there is a difference between what counts as dropping out for all students and what counts as dropping out for students with IEPs.

2 - Indicator Data

Historical Data

Baseline Year	Baseline Data
2020	13.41%

FFY	2018	2019	2020	2021	2022
Target <=	1.80%	1.80%	13.41%	13.00%	12.00%
Data	1.93%	1.85%	13.41%	16.03%	15.23%

Targets

FFY	2023	2024	2025
Target <=	11.00%	10.00%	9.00%

Targets: Description of Stakeholder Input

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Prepopulated Data

Source	Date	Description	Data
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FFY 2023 SPP/APR Data

Number of youth with IEPs (ages 14-21) who exited special education due to dropping out	Number of all youth with IEPs who exited special education (ages 14-21)	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
5,675	40,320	15.23%	11.00%	14.07%	Did not meet target	No Slippage

Provide a narrative that describes what counts as dropping out for all youth

Definition Describing Dropping Out

The SPPI 2 definition of dropping out includes students aged between 14 to 21, who:

- Enrollment Status: Were enrolled in a special education program at the start of the reporting period but were not enrolled at the end of it
- Exit Criteria: Did not exit the program through graduation, completion of a state or district-approved educational program, or transfer to another educational institution

Specific Reasons for Dropout (PEIMS Data Element and Code Table):

The LEAVER-REASON-CODE E1001 data element indicates the reason a prior year student in grade 7-12 student has not enrolled in the district during the current school year. The LEAVER-REASON-CODE data element is further defined by the following codes from the LEAVER-REASON-CODE C162 code table:

- Code 16: Students who left school to return to their family's home country or emigrated to another country
- Code 78: Students expelled under TEC 37.007 and cannot return to school
- Code 83: Students withdrawn by the district due to ineligibility for enrollment
- Code 85: Students who graduated outside of Texas before entering a Texas public school, then left the Texas school system again

The Texas Education Agency (TEA) collects data for these codes using the Public Education Information Management System (PEIMS).

This definition aligns with the U.S. Department of Education's EDPass, FS032 - Dropouts File Specifications (SY 2022-2023). It includes students who were expected to continue their education but did not due to the aforementioned reasons, excluding cases of transfer to other schools, recognized temporary absences, or death.

Is there a difference in what counts as dropping out for youth with IEPs? (yes/no)

NO

If yes, explain the difference in what counts as dropping out for youth with IEPs.

Provide additional information about this indicator (optional)

For additional information about this indicator, visit the following The Texas Education Agency (TEA) webpage:
<https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/dropout-rate>

For the TWEDS LEAVER-REASON-CODE E1001 data element, refer to the following link:
<https://tealprod.tea.state.tx.us/TWEDS/98/493/0/0/DataComponents/DataElements/List/18388>

To access the TWEDS LEAVER-REASON-CODE C162 code table, visit:
<https://tealprod.tea.state.tx.us/TWEDS/98/493/0/0/CodeTable/List/14611>

For the FS032 Dropouts File Specifications (SY 2022-2023), please go to:
<https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.ed.gov%2Fsites%2Fed%2Ffiles%2Fabout%2Ffinits%2Fed%2Fedfacts%2Fed%2Fnon-xml%2Ffs032-19-2.docx&wdOrigin=BROWSELINK>

2 - Prior FFY Required Actions

None

2 - OSEP Response

2 - Required Actions

Indicator 3A: Participation for Children with IEPs

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

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

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

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

Data Source

3A. Same data as used for reporting to the Department under Title I of the ESEA, using ED Facts file specifications FS185 and 188.

Measurement

A. Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3A: Provide separate reading/language arts and mathematics participation rates for children with IEPs for each of the following grades: 4, 8, & high school. Account for ALL children with IEPs, in grades 4, 8, and high school, including children not participating in assessments and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

3A - Indicator Data

Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2020	87.82%
Reading	B	Grade 8	2020	80.65%
Reading	C	Grade HS	2020	74.25%
Math	A	Grade 4	2020	88.21%
Math	B	Grade 8	2020	81.85%
Math	C	Grade HS	2020	85.18%

Targets

Subject	Group	Group Name	2023	2024	2025
Reading	A >=	Grade 4	95.00%	95.00%	95.00%
Reading	B >=	Grade 8	95.00%	95.00%	95.00%
Reading	C >=	Grade HS	95.00%	95.00%	95.00%
Math	A >=	Grade 4	95.00%	95.00%	95.00%
Math	B >=	Grade 8	95.00%	95.00%	95.00%
Math	C >=	Grade HS	95.00%	95.00%	95.00%

Targets: Description of Stakeholder Input

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- Advising TEA on coordinating services across agencies for children with disabilities.

Additionally, the CAC plays a key role in reviewing policies related to significant disproportionality and must submit a biennial report to the Texas Legislature recommending changes to state laws and TEA rules related to special education.

Meeting dates, agendas, and minutes for the CAC are publicly available on the Continuing Advisory Committee for Special Education webpage: <https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/continuing-advisory-committee-for-special-education-cac-meeting-dates-agendas-and-minutes>.

Expanding Opportunities for Parent and Community Engagement

TEA is committed to ensuring parents and families are actively engaged in special education planning and decision-making. TEA partners with parent organizations, advocacy groups, and community stakeholders to provide training, outreach, and resources to empower parents as key partners in the educational process.

TEA facilitates public input sessions, statewide surveys, and stakeholder advisory meetings to gather feedback from families on special education policies, practices, and improvement strategies. This engagement helps ensure that Texas parents play an active role in shaping IDEA implementation and improving outcomes for children with disabilities (CWD).

Summary

TEA's stakeholder engagement system ensures ongoing, structured opportunities for input from parents, educators, and community members. Through advisory groups such as the TCISC, Special Education Directors Panel, and the CAC, TEA gathers feedback, develops improvement strategies, and evaluates progress toward improving special education services. These mechanisms help strengthen IDEA implementation, enhance parent engagement, and drive continuous improvement across Texas.

FFY 2023 Data Disaggregation from EDFacts

Data Source:

SY 2023-24 Assessment Data Groups - Reading (EDFacts file spec FS188; Data Group: 589)

Date:

01/08/2025

Reading Assessment Participation Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs (2)	75,471	55,079	90,230

b. Children with IEPs in regular assessment with no accommodations (3)	8,843	5,212	7,960
c. Children with IEPs in regular assessment with accommodations (3)	59,516	44,002	65,217
d. Children with IEPs in alternate assessment against alternate standards	6,489	4,986	5,116

Data Source:

SY 2023-24 Assessment Data Groups - Math (EDFacts file spec FS185; Data Group: 588)

Date:

01/08/2025

Math Assessment Participation Data by Grade

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs (2)	75,311	58,597	70,682
b. Children with IEPs in regular assessment with no accommodations (3)	8,848	6,333	8,345
c. Children with IEPs in regular assessment with accommodations (3)	59,434	46,359	54,706
d. Children with IEPs in alternate assessment against alternate standards	6,491	4,988	5,112

(1) The children with IEPs who are English learners and took the ELP in lieu of the regular reading/language arts assessment are not included in the prefilled data in this indicator.

(2) The children with IEPs count excludes children with disabilities who were reported as exempt due to significant medical emergency in row A for all the prefilled data in this indicator.

(3) The term "regular assessment" is an aggregation of the following types of assessments, as applicable for each grade/ grade group: regular assessment based on grade-level achievement standards, advanced assessment, Innovative Assessment Demonstration Authority (IADA) pilot assessment, high school regular assessment I, high school regular assessment II, high school regular assessment III and locally-selected nationally recognized high school assessment in the prefilled data in this indicator.

FFY 2023 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	74,848	75,471	99.14%	95.00%	99.17%	Met target	No Slippage
B	Grade 8	54,200	55,079	98.50%	95.00%	98.40%	Met target	No Slippage
C	Grade HS	78,293	90,230	88.00%	95.00%	86.77%	Did not meet target	Slippage

Provide reasons for slippage for Group C, if applicable

The slippage in reading performance for Group C could be attributed to several factors. Stakeholders noted the lasting effects of COVID-19 disruptions and the challenges of adapting to instructional changes have played a significant role. Foundational learning gaps from early elementary years (1st and 2nd grade) during the pandemic have impacted performance, especially for students with IEPs who require hands-on, individualized instruction that was difficult to implement effectively in remote learning environments. Limited access to specialized support services (e.g., speech therapy, occupational therapy) and increased stress or mental health challenges further affected student performance.

Additionally, the 2022-23 redesign of the Texas STAAR assessments introduced changes that may have influenced performance trends. The transition to the new format and question types required an adjustment period for students and teachers, potentially resulting in lower scores. The increased complexity of the new question types and cross-curricular passages posed challenges for some students, particularly those struggling with reading comprehension or critical thinking.

The transition to online administration of the STAAR assessment may have affected scores as students adapted to the new format.

FFY 2023 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	74,773	75,311	99.22%	95.00%	99.29%	Met target	No Slippage

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
B	Grade 8	57,680	58,597	98.48%	95.00%	98.44%	Met target	No Slippage
C	Grade HS	68,163	70,682	96.11%	95.00%	96.44%	Met target	No Slippage

Regulatory Information

The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

Public Reporting Information

Provide links to the page(s) where you provide public reports of assessment results.

The Texas Education Agency (TEA) is committed to maintaining transparency in student assessments by providing publicly accessible reporting resources:

Analytic Tools for Assessment Data: Offers detailed analysis of the State of Texas Assessments of Academic Readiness (STAAR) performance and comparisons (see https://rptsrv1.tea.texas.gov/perfreport/account/va/va_reports_page.html)

District Profile of State Performance Plan Indicators Report: Presents performance indicators for school districts (see <https://rptsrv1.tea.texas.gov/idea/index.html>)

Media Inquiries: Members of the media can send inquiries regarding assessment data to the TEA Communications Division at (512) 463-9000 or MediaRelations@tea.texas.gov (see <https://tea.texas.gov/about-tea/contact-us/public-information-requests>)

Public Information Requests: Individuals from the public right to request access to assessment information by submitting a public information request (see <https://tea.texas.gov/about-tea/contact-us/public-information-requests>)

Results Driven Accountability Data and Reports: Features comprehensive data and reports on school performance (see <https://tea.texas.gov/reports-and-data/school-performance/results-driven-accountability-data-and-reports>)

Student Assessment Results: Provides results of various student assessments conducted by TEA (see <https://tea.texas.gov/student-assessment/testing/student-assessment-results>)

Student Assessment Statewide Summary Reports: Offers statewide summaries of assessment results (see <https://tea.texas.gov/student-assessment/testing/student-assessment-results/statewide-summary-reports>)

Texas Academic Performance Report: Contains detailed academic performance reports of Texas schools (see <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>)

Texas Assessment Research Portal: A portal for research and analysis related to Texas assessments (see <https://txresearchportal.com/>)

TXschools.gov: Learn more about your school district, including performance and assessments results (see <https://txschools.gov/?lng=en>)

The STAAR Assessments with Accommodations documents can be found on the "Participation and Performance Rates on State Assessments" webpage (<https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/participation-and-performance-rates-on-state-assessments>) in the SPPI 3A Calculation and Example

The State and Regional SPP/APR Indicator Reports can be found on the "Local Education Agency Public Reporting" webpage (<https://tea.texas.gov/academics/special-student-populations/review-and-support/local-education-agency-public-reporting>) Texas reports according to 34 CFR §300.160(f) which does not include the terminology "district and school level"

Provide additional information about this indicator (optional)

For additional information about this indicator, visit the following The Texas Education Agency (TEA) webpage: <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>.

3A - Prior FFY Required Actions

Within 90 days of the receipt of the State's 2024 determination letter, the State must provide to OSEP a Web link that demonstrates that it has reported, for FFY 2022, to the public, on the statewide assessments of children with disabilities in accordance with 34 C.F.R. § 300.160(f). In addition, OSEP reminds the State that in the FFY 2023 SPP/APR, the State must include a Web link that demonstrates compliance with 34 C.F.R. § 300.160(f) for FFY 2023.

Response to actions required in FFY 2022 SPP/APR

In response to the required actions outlined in the 2024 determination letter, the State of Texas is providing evidence of compliance with 34 CFR § 300.160(f) regarding the public reporting of statewide assessment participation for children with disabilities. Below is the requested information, along with instructions for accessing the publicly reported data.

- Date of State's 2024 determination letter receipt: June 21, 2024
- Date of FFY 2022 compliance web link provision to OSEP: September 18, 2024

- Number of days from receipt of determination letter to web link provision: 89

The State now publicly reports on the Texas Education Agency (TEA) website the performance and the participation of children with disabilities on both the statewide assessment and the statewide assessment with accommodations with the same frequency and in the same detail as it reports on the assessments of nondisabled children.

1. The publicly accessible web link for assessment data is the Texas Performance Reporting System (TPRS):
https://rptsvr1.tea.texas.gov/perfreport/tprs/tprs_srch.html.
 - a. State of Texas Assessments of Academic Readiness (STAAR) Performance - Additional Student Groups [accountability subset]
 - i. All special education students (column: "Special Ed")
 - ii. Special education students with accommodations (column: "Special Ed With Accom")
 - iii. Special education students without accommodations (column: "Special Ed Without Accom")
 - b. STAAR Performance (All Students) - Additional Student Groups [all tests]
 - i. All special education students (column: "Special Ed")
 - ii. Special education students with accommodations (column: "Special Ed With Accom")
 - iii. Special education students without accommodations (column: "Special Ed Without Accom")
 - c. STAAR Participation - Additional Student Groups [accountability subset]
 - i. All special education students (column: "Special Ed")
 - ii. Special education students with accommodations (column: "Special Ed With Accom")
 - iii. Special education students without accommodations (column: "Special Ed Without Accom")
2. The frequency with which assessment data are publicly reports is annually on the TPRS web portal
3. The detail data are publicly reported is at the campus, district, region, and statewide levels for tested subjects

3A - OSEP Response

3A - Required Actions

OSEP's response to the State's FFY 2022 SPP/APR required the State to provide OSEP with a Web link that demonstrates that it has reported, for FFY 2022, to the public, on the statewide assessments of children with disabilities in accordance with 34 C.F.R. § 300.160(f). The State provided the required information.

Indicator 3B: Proficiency for Children with IEPs (Grade Level Academic Achievement Standards)

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

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

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

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

Data Source

3B. Same data as used for reporting to the Department under Title I of the ESEA, using EDEFACTS file specifications FS175 and 178.

Measurement

B. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3B: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the regular assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

3B - Indicator Data

Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2020	11.83%
Reading	B	Grade 8	2020	10.04%
Reading	C	Grade HS	2020	10.49%
Math	A	Grade 4	2020	13.25%
Math	B	Grade 8	2020	10.96%
Math	C	Grade HS	2020	10.28%

Targets

Subject	Group	Group Name	2023	2024	2025
Reading	A >=	Grade 4	25.00%	30.00%	40.00%
Reading	B >=	Grade 8	25.00%	30.00%	40.00%
Reading	C >=	Grade HS	25.00%	30.00%	40.00%
Math	A >=	Grade 4	25.00%	30.00%	40.00%
Math	B >=	Grade 8	25.00%	30.00%	40.00%
Math	C >=	Grade HS	25.00%	30.00%	40.00%

Targets: Description of Stakeholder Input

The Texas Education Agency (TEA) has established a comprehensive stakeholder engagement system that ensures broad, diverse, and continuous input into special education planning, implementation, and evaluation. This system follows the Texas Continuous Improvement Process (TCIP) model, which integrates annual feedback from stakeholders to improve special education services at the local, regional, and state levels. TEA collects stakeholder input through surveys, public forums, stakeholder meetings, and advisory committees, ensuring that diverse perspectives inform state priorities and decisions.

Stakeholder engagement includes parents, teachers, service providers, evaluation personnel, special education directors, district and campus administrators, Education Service Centers (ESCs), institutions of higher education, parent-support and advocacy groups, related state agencies, and other established stakeholder groups. TEA systematically reviews stakeholder group membership and seeks recommendations from internal and external entities to fill vacancies, ensuring statewide geographic and demographic representation.

Texas Continuous Improvement Steering Committee (TCISC)

The Texas Continuous Improvement Steering Committee (TCISC) is an external advisory workgroup that provides guidance on key special education issues in Texas. The purpose of this committee is to facilitate ongoing stakeholder input into the Texas Continuous Improvement Process (TCIP). The TCISC:

- Provides guidance on setting and revising State Performance Plan (SPP) indicator targets.
- Reviews and analyzes the Annual Performance Report (APR), the State Systemic Improvement Plan (SSIP), and progress on SPP indicator targets.
- Discusses statewide monitoring and general supervision activities and provides feedback to TEA to guide improvement efforts.
- Engages in discussions related to compliance and performance monitoring in Texas.

The TCISC meets quarterly to ensure that a broad range of perspectives are considered in decision-making processes related to improving results for children with disabilities (CWD) and their families.

Special Education Directors Panel

TEA also engages local special education directors through the Special Education Directors Panel, which serves as a direct feedback mechanism between LEAs and TEA. This panel includes special education directors from various LEA types, sizes, and geographic regions, ensuring representation from across Texas.

The purpose of this panel is to provide feedback on TEA initiatives and special education projects. TEA works closely with ESCs, which nominate LEA special education directors from their region to serve on the panel. This structure ensures that TEA captures first-hand input from LEA leaders regarding challenges, implementation issues, and areas of need.

The Special Education Directors Panel meets four times per year, both in-person and virtually, allowing for ongoing and accessible engagement.

Texas Continuing Advisory Committee (CAC) for Special Education

The Texas Continuing Advisory Committee (CAC) for Special Education is the state advisory panel required under the Individuals with Disabilities Education Act (IDEA). The CAC consists of 17 members appointed by the Office of the Governor, each serving staggered four-year terms, with the terms of eight or nine members expiring every two years.

The CAC plays a critical role in identifying and addressing unmet needs in the education of children with disabilities across Texas. It provides advisory input on IDEA-related issues, data reporting, compliance requirements, and policy development.

The CAC meets at least quarterly in public meetings, allowing for transparency and engagement with broader stakeholder groups. The responsibilities of the CAC include:

- Advising TEA on unmet needs in the education of children with disabilities.
- Providing public comments on proposed state rules and regulations related to special education.
- Assisting TEA in developing data reporting systems, including reports to the U.S. Secretary of Education under IDEA.
- Recommending corrective action plans in response to federal monitoring reports.
- Advising TEA on coordinating services across agencies for children with disabilities.

Additionally, the CAC plays a key role in reviewing policies related to significant disproportionality and must submit a biennial report to the Texas Legislature recommending changes to state laws and TEA rules related to special education.

Meeting dates, agendas, and minutes for the CAC are publicly available on the Continuing Advisory Committee for Special Education webpage: <https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/continuing-advisory-committee-for-special-education-cac-meeting-dates-agendas-and-minutes>.

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TEA is committed to ensuring parents and families are actively engaged in special education planning and decision-making. TEA partners with parent organizations, advocacy groups, and community stakeholders to provide training, outreach, and resources to empower parents as key partners in the educational process.

TEA facilitates public input sessions, statewide surveys, and stakeholder advisory meetings to gather feedback from families on special education policies, practices, and improvement strategies. This engagement helps ensure that Texas parents play an active role in shaping IDEA implementation and improving outcomes for children with disabilities (CWD).

Summary

TEA's stakeholder engagement system ensures ongoing, structured opportunities for input from parents, educators, and community members. Through advisory groups such as the TCISC, Special Education Directors Panel, and the CAC, TEA gathers feedback, develops improvement strategies, and evaluates progress toward improving special education services. These mechanisms help strengthen IDEA implementation, enhance parent engagement, and drive continuous improvement across Texas.

FFY 2023 Data Disaggregation from EDFacts

Data Source:

SY 2023-24 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

Date:

01/08/2025

Reading Assessment Proficiency Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
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a. Children with IEPs who received a valid score and a proficiency level was assigned for the regular assessment	68,359	49,214	73,177
b. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	5,475	2,717	2,941
c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	6,697	5,125	7,328

Data Source:

SY 2023-24 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

Date:

01/08/2025

Math Assessment Proficiency Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the regular assessment	68,282	52,692	63,051
b. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	5,216	2,941	1,686
c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	6,908	5,356	4,477

(1)The term "regular assessment" is an aggregation of the following types of assessments as applicable for each grade/ grade group: regular assessment based on grade-level achievement standards, advanced assessment, Innovative Assessment Demonstration Authority (IADA) pilot assessment, high school regular assessment I, high school regular assessment II, high school regular assessment III and locally-selected nationally recognized high school assessment in the prefilled data in this indicator.

FFY 2023 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	12,172	68,359	16.29%	25.00%	17.81%	Did not meet target	No Slippage
B	Grade 8	7,842	49,214	15.22%	25.00%	15.93%	Did not meet target	No Slippage
C	Grade HS	10,269	73,177	13.91%	25.00%	14.03%	Did not meet target	No Slippage

FFY 2023 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	12,124	68,282	18.87%	25.00%	17.76%	Did not meet target	Slippage
B	Grade 8	8,297	52,692	15.65%	25.00%	15.75%	Did not meet target	No Slippage
C	Grade HS	6,163	63,051	10.36%	25.00%	9.77%	Did not meet target	Slippage

Provide reasons for slippage for Group A, if applicable

The slippage in math performance for Group A may be attributed to multiple factors, including the impact of disrupted learning experiences during the COVID-19 pandemic and challenges with instructional delivery. Many students in this cohort missed critical early numeracy instruction in 1st and 2nd grade due to school closures and remote learning, which may have resulted in gaps in foundational math skills. Additionally, students with IEPs often benefit from structured, multisensory learning approaches that were difficult to replicate in remote settings. Limited access to individualized support services and increased anxiety related to learning recovery may have also played a role. As schools work to bridge these gaps, the 2022-23 STAAR redesign should also be considered as a potential factor influencing performance shifts. The transition to online administration of the STAAR assessment may have affected scores as students adapted to the new format.

Provide reasons for slippage for Group C, if applicable

The slippage in math performance for Group C may be attributed to multiple factors, including the impact of disrupted learning experiences during the COVID-19 pandemic and challenges with instructional delivery. Many students in this cohort missed critical early numeracy instruction in 1st and 2nd grade due to school closures and remote learning, which may have resulted in gaps in foundational math skills. Additionally, students with IEPs often benefit from structured, multisensory learning approaches that were difficult to replicate in remote settings. Limited access to individualized support services and increased anxiety related to learning recovery may have also played a role. As schools work to bridge these gaps, the 2022-23 STAAR redesign should also be considered as a potential factor influencing performance shifts. The transition to online administration of the STAAR assessment may have affected scores as students adapted to the new format.

Regulatory Information

The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

Public Reporting Information

Provide links to the page(s) where you provide public reports of assessment results.

The Texas Education Agency (TEA) is committed to maintaining transparency in student assessments by providing publicly accessible reporting resources:

Analytic Tools for Assessment Data: Offers detailed analysis of State of Texas Assessments of Academic Readiness (STAAR) performance and comparisons (see https://rptsrv1.tea.texas.gov/perfreport/account/va/va_reports_page.html)

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Results Driven Accountability Data and Reports: Features comprehensive data and reports on school performance (see <https://tea.texas.gov/reports-and-data/school-performance/results-driven-accountability-data-and-reports>)

Student Assessment Results: Provides results of various student assessments conducted by TEA (see <https://tea.texas.gov/student-assessment/testing/student-assessment-results>)

Student Assessment Statewide Summary Reports: Offers statewide summaries of assessment results (see <https://tea.texas.gov/student-assessment/testing/student-assessment-results/statewide-summary-reports>)

Texas Academic Performance Report: Contains detailed academic performance reports of Texas schools (see <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>)

Texas Assessment Research Portal: A portal for research and analysis related to Texas assessments (see <https://txresearchportal.com/>)

TXschools.gov: Learn more about your school district, including performance and assessments results (see <https://txschools.gov/?lng=en>)

2022 STAAR Assessments with Accommodations Report: Detailed report on the 2022 STAAR assessments, including accommodations (see https://tea.texas.gov/system/files/2022-staar-assessments-with-accommodations_0.pdf)

Provide additional information about this indicator (optional)

For additional information about this indicator, visit the following Texas Education Agency (TEA) webpage: <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>.

3B - Prior FFY Required Actions

None

3B - OSEP Response

3B - Required Actions

Indicator 3C: Proficiency for Children with IEPs (Alternate Academic Achievement Standards)

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

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

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

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

Data Source

3C. Same data as used for reporting to the Department under Title I of the ESEA, using EDEFACTS file specifications FS175 and 178.

Measurement

C. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3C: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the alternate assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

3C - Indicator Data

Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2020	85.35%
Reading	B	Grade 8	2020	94.81%
Reading	C	Grade HS	2020	94.47%
Math	A	Grade 4	2020	92.62%
Math	B	Grade 8	2020	95.25%
Math	C	Grade HS	2020	91.16%

Targets

Subject	Group	Group Name	2023	2024	2025
Reading	A >=	Grade 4	92.00%	93.00%	93.00%
Reading	B >=	Grade 8	94.00%	95.00%	95.00%
Reading	C >=	Grade HS	95.00%	95.00%	96.00%
Math	A >=	Grade 4	95.00%	95.00%	96.00%
Math	B >=	Grade 8	95.00%	96.00%	96.00%
Math	C >=	Grade HS	94.00%	95.00%	95.00%

Targets: Description of Stakeholder Input

The Texas Education Agency (TEA) has established a comprehensive stakeholder engagement system that ensures broad, diverse, and continuous input into special education planning, implementation, and evaluation. This system follows the Texas Continuous Improvement Process (TCIP) model, which integrates annual feedback from stakeholders to improve special education services at the local, regional, and state levels. TEA collects stakeholder input through surveys, public forums, stakeholder meetings, and advisory committees, ensuring that diverse perspectives inform state priorities and decisions.

Stakeholder engagement includes parents, teachers, service providers, evaluation personnel, special education directors, district and campus administrators, Education Service Centers (ESCs), institutions of higher education, parent-support and advocacy groups, related state agencies, and other established stakeholder groups. TEA systematically reviews stakeholder group membership and seeks recommendations from internal and

external entities to fill vacancies, ensuring statewide geographic and demographic representation.

Texas Continuous Improvement Steering Committee (TCISC)

The Texas Continuous Improvement Steering Committee (TCISC) is an external advisory workgroup that provides guidance on key special education issues in Texas. The purpose of this committee is to facilitate ongoing stakeholder input into the Texas Continuous Improvement Process (TCIP). The TCISC:

- Provides guidance on setting and revising State Performance Plan (SPP) indicator targets.
- Reviews and analyzes the Annual Performance Report (APR), the State Systemic Improvement Plan (SSIP), and progress on SPP indicator targets.
- Discusses statewide monitoring and general supervision activities and provides feedback to TEA to guide improvement efforts.
- Engages in discussions related to compliance and performance monitoring in Texas.

The TCISC meets quarterly to ensure that a broad range of perspectives are considered in decision-making processes related to improving results for children with disabilities (CWD) and their families.

Special Education Directors Panel

TEA also engages local special education directors through the Special Education Directors Panel, which serves as a direct feedback mechanism between LEAs and TEA. This panel includes special education directors from various LEA types, sizes, and geographic regions, ensuring representation from across Texas.

The purpose of this panel is to provide feedback on TEA initiatives and special education projects. TEA works closely with ESCs, which nominate LEA special education directors from their region to serve on the panel. This structure ensures that TEA captures first-hand input from LEA leaders regarding challenges, implementation issues, and areas of need.

The Special Education Directors Panel meets four times per year, both in-person and virtually, allowing for ongoing and accessible engagement.

Texas Continuing Advisory Committee (CAC) for Special Education

The Texas Continuing Advisory Committee (CAC) for Special Education is the state advisory panel required under the Individuals with Disabilities Education Act (IDEA). The CAC consists of 17 members appointed by the Office of the Governor, each serving staggered four-year terms, with the terms of eight or nine members expiring every two years.

The CAC plays a critical role in identifying and addressing unmet needs in the education of children with disabilities across Texas. It provides advisory input on IDEA-related issues, data reporting, compliance requirements, and policy development.

The CAC meets at least quarterly in public meetings, allowing for transparency and engagement with broader stakeholder groups. The responsibilities of the CAC include:

- Advising TEA on unmet needs in the education of children with disabilities.
- Providing public comments on proposed state rules and regulations related to special education.
- Assisting TEA in developing data reporting systems, including reports to the U.S. Secretary of Education under IDEA.
- Recommending corrective action plans in response to federal monitoring reports.
- Advising TEA on coordinating services across agencies for children with disabilities.

Additionally, the CAC plays a key role in reviewing policies related to significant disproportionality and must submit a biennial report to the Texas Legislature recommending changes to state laws and TEA rules related to special education.

Meeting dates, agendas, and minutes for the CAC are publicly available on the Continuing Advisory Committee for Special Education webpage: <https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/continuing-advisory-committee-for-special-education-cac-meeting-dates-agendas-and-minutes>.

Expanding Opportunities for Parent and Community Engagement

TEA is committed to ensuring parents and families are actively engaged in special education planning and decision-making. TEA partners with parent organizations, advocacy groups, and community stakeholders to provide training, outreach, and resources to empower parents as key partners in the educational process.

TEA facilitates public input sessions, statewide surveys, and stakeholder advisory meetings to gather feedback from families on special education policies, practices, and improvement strategies. This engagement helps ensure that Texas parents play an active role in shaping IDEA implementation and improving outcomes for children with disabilities (CWD).

Summary

TEA's stakeholder engagement system ensures ongoing, structured opportunities for input from parents, educators, and community members. Through advisory groups such as the TCISC, Special Education Directors Panel, and the CAC, TEA gathers feedback, develops improvement strategies, and evaluates progress toward improving special education services. These mechanisms help strengthen IDEA implementation, enhance parent engagement, and drive continuous improvement across Texas.

FFY 2023 Data Disaggregation from EDFacts

Data Source:

SY 2023-24 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

Date:

01/08/2025

Reading Assessment Proficiency Data by Grade

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the alternate assessment	6,489	4,986	5,116
b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient	5,698	4,460	4,721

Data Source:

SY 2023-24 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

Date:

01/08/2025

Math Assessment Proficiency Data by Grade

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the alternate assessment	6,491	4,988	5,112
b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient	5,976	4,720	4,740

FFY 2023 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	5,698	6,489	89.57%	92.00%	87.81%	Did not meet target	Slippage
B	Grade 8	4,460	4,986	92.88%	94.00%	89.45%	Did not meet target	Slippage
C	Grade HS	4,721	5,116	93.90%	95.00%	92.28%	Did not meet target	Slippage

Provide reasons for slippage for Group A, if applicable

The lingering effects of COVID-19 could have affected Group A STAAR Alternate 2 reading assessment scores. For students taking the STAAR Alternate 2, the impact of COVID-19 could be even more pronounced due to their significant cognitive disabilities. These students require extensive, individualized instruction and support, which may have been disrupted during the pandemic. Some students may have had inconsistent attendance or engagement with remote learning, leading to further gaps in their learning. The pandemic heightened anxiety and stress levels among students, which can negatively affect their performance.

Provide reasons for slippage for Group B, if applicable

The lingering effects of COVID-19 could have affected Group B STAAR Alternate 2 reading assessment scores. For students taking the STAAR Alternate 2, the impact of COVID-19 could be even more pronounced due to their significant cognitive disabilities. These students require extensive, individualized instruction and support, which may have been disrupted during the pandemic. The overall disruption to routine and structure, which is crucial for students with cognitive disabilities, likely exacerbated the challenges they faced in improving their reading skills. The lack of in-person interaction with teachers and peers may have also limited opportunities for developing critical reading skills. Some students may have had inconsistent attendance or engagement with remote learning, leading to further gaps in their learning.

Provide reasons for slippage for Group C, if applicable

The lingering effects of COVID-19 could have affected Group C STAAR Alternate 2 reading assessment scores. For students taking the STAAR Alternate 2, the impact of COVID-19 could be even more pronounced due to their significant cognitive disabilities. These students require extensive, individualized instruction and support, which may have been disrupted during the pandemic. Reading and writing skills often require consistent practice and engagement with a variety of texts and writing tasks. The disruptions caused by the pandemic may have led to gaps in students' comprehension, critical reading, and writing skills. Additionally, the shift to remote learning environments may have limited opportunities for interactive reading activities, discussions, and writing practice, which are crucial for developing skills. The lack of in-person instruction and support could have made it harder for students to engage with and interpret complex texts and to receive timely, individualized feedback on their writing.

FFY 2023 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	5,976	6,491	94.36%	95.00%	92.07%	Did not meet target	Slippage
B	Grade 8	4,720	4,988	95.98%	95.00%	94.63%	Did not meet target	Slippage
C	Grade HS	4,740	5,112	92.98%	94.00%	92.72%	Did not meet target	No Slippage

Provide reasons for slippage for Group A, if applicable

The lingering effects of COVID-19 could have impact Group A STAAR Alternate 2 math assessment scores. For students taking the STAAR Alternate 2, the impact of COVID-19 can be even more pronounced due to their significant cognitive disabilities. These students require extensive, individualized instruction and support, which may have been disrupted during the pandemic. Math skills often require consistent practice and building upon previous knowledge. The disruptions caused by the pandemic may have led to gaps in students' understanding of fundamental math concepts. Math education often benefits from hands-on activities and interactive learning experiences. Remote learning environments may have limited these opportunities, making it harder for students to engage with and understand mathematical concepts. The pandemic heightened anxiety and stress levels among students, which can negatively affect their performance in subjects like math that require concentration and problem-solving skills. The shift between remote, hybrid, and in-person learning created inconsistent learning environments. This inconsistency can disrupt the continuity of math instruction and hinder students' progress.

Provide reasons for slippage for Group B, if applicable

The lingering effects of COVID-19 could have affected Group B STAAR Alternate 2 math assessment scores. For students taking the STAAR Alternate 2, the impact of COVID-19 could be even more pronounced due to their significant cognitive disabilities. These students require extensive, individualized instruction and support, which may have been disrupted during the pandemic. Math skills often require consistent practice and building upon previous knowledge. The disruptions caused by the pandemic may have led to gaps in students' understanding of fundamental math concepts. Additionally, the shift to remote learning environments may have limited opportunities for hands-on activities and interactive learning experiences, which are crucial for understanding mathematical concepts. The lack of in-person instruction and support could have made it harder for students to engage with and grasp complex math topics.

Regulatory Information

The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

Public Reporting Information
Provide links to the page(s) where you provide public reports of assessment results.

The Texas Education Agency (TEA) is committed to maintaining transparency in student assessments by providing publicly accessible reporting resources:

Analytic Tools for Assessment Data: Offers detailed analysis of State of Texas Assessments of Academic Readiness (STAAR) performance and comparisons (see https://rptsvr1.tea.texas.gov/perfreport/account/va/va_reports_page.html)

District Profile of State Performance Plan Indicators Report: Presents performance indicators for school districts (see <https://rptsvr1.tea.texas.gov/idea/index.html>)

Media Inquiries: Members of the media can send inquiries regarding assessment data to the TEA Communications Division at (512) 463-9000 or MediaRelations@tea.texas.gov (see <https://tea.texas.gov/about-tea/contact-us/public-information-requests>)

Public Information Requests: Individuals from the public right to request access to assessment information by submitting a public information request (see <https://tea.texas.gov/about-tea/contact-us/public-information-requests>)

Results Driven Accountability Data and Reports: Features comprehensive data and reports on school performance (see <https://tea.texas.gov/reports-and-data/school-performance/results-driven-accountability-data-and-reports>)

Student Assessment Results: Provides results of various student assessments conducted by TEA (see <https://tea.texas.gov/student-assessment/testing/student-assessment-results>)

Student Assessment Statewide Summary Reports: Offers statewide summaries of assessment results (see <https://tea.texas.gov/student-assessment/testing/student-assessment-results/statewide-summary-reports>)

Texas Academic Performance Report: Contains detailed academic performance reports of Texas schools (see <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>)

Texas Assessment Research Portal: A portal for research and analysis related to Texas assessments (see <https://txresearchportal.com/>)

TXschools.gov: Learn more about your school district, including performance and assessments results (see <https://txschools.gov/?lng=en>)

2022 STAAR Assessments with Accommodations Report: Detailed report on the 2022 STAAR assessments, including accommodations (see https://tea.texas.gov/system/files/2022-staar-assessments-with-accommodations_0.pdf)

Provide additional information about this indicator (optional)

For detailed guidance and additional information on SPPI 3c, please visit the TEA website at <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>.

3C - Prior FFY Required Actions

None

3C - OSEP Response

3C - Required Actions

Indicator 3D: Gap in Proficiency Rates (Grade Level Academic Achievement Standards)

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

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

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

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

Data Source

3D. Same data as used for reporting to the Department under Title I of the ESEA, using EDEFACTS file specifications FS175 and 178.

Measurement

D. Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2023-2024 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2023-2024 school year)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.

Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3D: Gap calculations in this SPP/APR must result in the proficiency rate for children with IEPs were proficient against grade level academic achievement standards for the 2023-2024 school year compared to the proficiency rate for all students who were proficient against grade level academic achievement standards for the 2023-2024 school year. Calculate separately for reading/language arts and math in each of the following grades: 4, 8, and high school, including both children enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

3D - Indicator Data

Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2020	23.38
Reading	B	Grade 8	2020	35.25
Reading	C	Grade HS	2020	37.91
Math	A	Grade 4	2020	20.90
Math	B	Grade 8	2020	32.72
Math	C	Grade HS	2020	26.66

Targets

Subject	Group	Group Name	2023	2024	2025
Reading	A <=	Grade 4	22.00	21.00	20.00
Reading	B <=	Grade 8	34.00	32.00	30.00
Reading	C <=	Grade HS	35.00	32.00	30.00
Math	A <=	Grade 4	19.00	19.00	18.00
Math	B <=	Grade 8	30.00	29.00	28.00
Math	C <=	Grade HS	25.00	25.00	24.00

Targets: Description of Stakeholder Input

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- Provides guidance on setting and revising State Performance Plan (SPP) indicator targets.
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Summary

TEA's stakeholder engagement system ensures ongoing, structured opportunities for input from parents, educators, and community members. Through advisory groups such as the TCISC, Special Education Directors Panel, and the CAC, TEA gathers feedback, develops improvement strategies, and evaluates progress toward improving special education services. These mechanisms help strengthen IDEA implementation, enhance parent engagement, and drive continuous improvement across Texas.

FFY 2023 Data Disaggregation from EDFacts

Data Source:

SY 2023-24 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

Date:

01/08/2025

Reading Assessment Proficiency Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. All Students who received a valid score and a proficiency was assigned for the regular assessment	393,909	409,003	561,238
b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment	68,359	49,214	73,177
c. All students in regular assessment with no accommodations scored at or above proficient against grade level	167,942	203,166	245,197
d. All students in regular assessment with accommodations scored at or above proficient against grade level	26,189	20,241	29,613
e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	5,475	2,717	2,941
f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	6,697	5,125	7,328

Data Source:

SY 2023-24 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

Date:

01/08/2025

Math Assessment Proficiency Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. All Students who received a valid score and a proficiency was assigned for the regular assessment	392,762	484,167	496,394
b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment	68,282	52,692	63,051
c. All students in regular assessment with no accommodations scored at or above proficient against grade level	143,565	214,554	152,923
d. All students in regular assessment with accommodations scored at or above proficient against grade level	28,063	24,007	19,671
e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	5,216	2,941	1,686
f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	6,908	5,356	4,477

(1)The term "regular assessment" is an aggregation of the following types of assessments as applicable for each grade/ grade group: regular assessment based on grade-level achievement standards, advanced assessment, Innovative Assessment Demonstration Authority (IADA) pilot assessment, high school regular assessment I, high school regular assessment II, high school regular assessment III and locally-selected nationally recognized high school assessment in the prefilled data in this indicator.

FFY 2023 SPP/APR Data: Reading Assessment

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	17.81%	49.28%	29.97	22.00	31.48	Did not meet target	Slippage
B	Grade 8	15.93%	54.62%	40.88	34.00	38.69	Did not meet target	No Slippage

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
C	Grade HS	14.03%	48.96%	35.32	35.00	34.93	Met target	No Slippage

Provide reasons for slippage for Group A, if applicable

The slippage in reading performance for Group A could be attributed to several factors. Stakeholders noted the lasting effects of COVID-19 disruptions and the challenges of adapting to instructional changes have played a significant role. Foundational learning gaps from early elementary years (1st and 2nd grade) during the pandemic have impacted performance, especially for students with IEPs who require hands-on, individualized instruction that was difficult to implement effectively in remote learning environments. Limited access to specialized support services (e.g., speech therapy, occupational therapy) and increased stress or mental health challenges further affected student performance.

Additionally, the 2022-23 redesign of the Texas STAAR assessments introduced changes that may have influenced performance trends. The transition to the new format and question types required an adjustment period for students and teachers, potentially resulting in lower scores. The increased complexity of the new question types and cross-curricular passages posed challenges for some students, particularly those struggling with reading comprehension or critical thinking.

The transition to online administration of the STAAR assessment may have affected scores as students adapted to the new format.

FFY 2023 SPP/APR Data: Math Assessment

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	17.76%	43.70%	27.00	19.00	25.94	Did not meet target	No Slippage
B	Grade 8	15.75%	49.27%	36.62	30.00	33.53	Did not meet target	No Slippage
C	Grade HS	9.77%	34.77%	25.12	25.00	24.99	Met target	No Slippage

Provide additional information about this indicator (optional)

For additional information about this indicator, visit the following TEA webpage: <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>.

3D - Prior FFY Required Actions

None

3D - OSEP Response

3D - Required Actions

Indicator 4A: Suspension/Expulsion

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results Indicator: Rates of suspension and expulsion:

- A. Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, 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, as defined by the State, 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))

Data Source

State discipline data, including State's analysis of State's Discipline data collected under IDEA Section 618, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

Measurement

Percent = [(# of LEAs that meet the State-established n and/or cell size (if applicable) that have a significant discrepancy, as defined by the State, in the rates of suspensions and expulsions for more than 10 days during the school year of children with IEPs) divided by the (# of LEAs in the State that meet the State-established n and/or cell size (if applicable))] times 100.

Include State's definition of "significant discrepancy."

Instructions

If the State has established a minimum n and/or cell size requirement, the State must provide a definition of its minimum n and/or cell size itself and a description thereof (e.g., a State's n size of 15 represents the number of children with disabilities enrolled in an LEA, and a State's cell size of 5 represents the number of children with disabilities who have received out-of-school suspensions and expulsions of more than 10 days within the LEA).

The State must also provide rationales for its minimum n and/or cell size, including why the definitions chosen are reasonable and based on stakeholder input, and how the definitions ensure that the State is appropriately analyzing and identifying LEAs with significant discrepancy. The State must also indicate whether the minimum n and/or cell size represents a change from the prior SPP/APR reporting period. If so, the State must provide an explanation why the minimum n and/or cell size was changed.

The State may only include, in both the numerator and the denominator, LEAs that met that State established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.

Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2023 SPP/APR, use data from 2022-2023), including data disaggregated by race and ethnicity to determine if significant discrepancies, as defined by the State, are occurring in the rates of long-term suspensions and expulsions (more than 10 days during the school year) of children with IEPs, as required at 20 U.S.C. 1412(a)(22). The State's examination must include one of the following comparisons:

- Option 1: The rates of suspensions and expulsions for children with IEPs among LEAs within the State; or
- Option 2: The rates of suspensions and expulsions for children with IEPs to rates of suspensions and expulsions for nondisabled children within the LEAs.

In the description, specify which method the State used to determine possible discrepancies and explain what constitutes those discrepancies.

If, under Option 1, the State uses a State-level long-term suspension and expulsion rate for children with disabilities to compare to LEA-level long-term suspension and expulsion rates for the purpose of determining whether an LEA has a significant discrepancy, the State must provide the State-level long-term suspension and expulsion rate used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose long-term suspension/expulsion rate exceeds 2 percentage points above the State-level rate of 0.7%, the State must provide OSEP with the State-level rate of 0.7%).

If, under Option 2, the State uses a rate difference to compare the rates of long-term suspensions and expulsions for children with IEPs to the rates of long-term suspensions and expulsions for nondisabled children within the LEA, the State must provide the State-selected rate difference used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose rate of long-term suspensions and expulsions for children with IEPs is 4 percentage points above the long-term suspension/expulsion rate for nondisabled children, the State must provide OSEP with the rate difference of 4 percentage points). Similarly, if, under Option 2, the State uses a rate ratio to compare the rates of long-term suspensions and expulsions for children with IEPs to the rates of long-term suspensions and expulsions for nondisabled children within the LEA, the State must provide the State-selected rate ratio used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose ratio of its long-term suspensions and expulsions rate for children with IEPs to long-term suspensions and expulsions rate for nondisabled children is greater than 3.0, the State must provide OSEP with the rate ratio of 3.0).

Because the Measurement Table requires that the data examined for this indicator are lag year data, States should examine the section 618 data that was submitted by LEAs that were in operation during the school year before the reporting year. For example, if a State has 100 LEAs operating in the 2022-2023 school year, those 100 LEAs would have reported section 618 data in 2022-2023 on the number of children suspended/expelled. If the State then opens 15 new LEAs in 2023-2024, suspension/expulsion data from those 15 new LEAs would not be in the 2022-2023 section 618 data set, and therefore, those 15 new LEAs should not be included in the denominator of the calculation. States must use the number of LEAs from the year before the reporting year in its calculation for this indicator. For the FFY 2023 SPP/APR submission, States must use the number of LEAs reported in 2022-2023 (which can be found in the FFY 2022 SPP/APR introduction).

Indicator 4A: Provide the actual numbers used in the calculation (based upon LEAs that met the minimum n and/or cell size requirement, if applicable). If significant discrepancies occurred, describe how the State educational agency reviewed and, if appropriate, revised (or required the affected local educational agency to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that such policies, procedures, and practices comply with applicable requirements.

Provide detailed information about the timely correction of noncompliance as noted in OSEP's response for the previous SPP/APR. If discrepancies occurred and the LEA with discrepancies had policies, procedures or practices that contributed to the significant discrepancy, as defined by the State, and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 23-01, dated July.

If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

4A - Indicator Data

Historical Data

Baseline Year	Baseline Data
2020	28.57%

FFY	2018	2019	2020	2021	2022
Target <=	0.00%	0.00%	28.57%	24.00%	23.00%
Data	0.00%	0.00%	28.57%	Not Valid and Reliable	20.97%

Targets

FFY	2023	2024	2025
Target <=	22.00%	21.00%	20.00%

Targets: Description of Stakeholder Input

The Texas Education Agency (TEA) has established a comprehensive stakeholder engagement system that ensures broad, diverse, and continuous input into special education planning, implementation, and evaluation. This system follows the Texas Continuous Improvement Process (TCIP) model, which integrates annual feedback from stakeholders to improve special education services at the local, regional, and state levels. TEA collects stakeholder input through surveys, public forums, stakeholder meetings, and advisory committees, ensuring that diverse perspectives inform state priorities and decisions.

Stakeholder engagement includes parents, teachers, service providers, evaluation personnel, special education directors, district and campus administrators, Education Service Centers (ESCs), institutions of higher education, parent-support and advocacy groups, related state agencies, and other established stakeholder groups. TEA systematically reviews stakeholder group membership and seeks recommendations from internal and external entities to fill vacancies, ensuring statewide geographic and demographic representation.

Texas Continuous Improvement Steering Committee (TCISC)

The Texas Continuous Improvement Steering Committee (TCISC) is an external advisory workgroup that provides guidance on key special education issues in Texas. The purpose of this committee is to facilitate ongoing stakeholder input into the Texas Continuous Improvement Process (TCIP). The TCISC:

- Provides guidance on setting and revising State Performance Plan (SPP) indicator targets.
- Reviews and analyzes the Annual Performance Report (APR), the State Systemic Improvement Plan (SSIP), and progress on SPP indicator targets.
- Discusses statewide monitoring and general supervision activities and provides feedback to TEA to guide improvement efforts.
- Engages in discussions related to compliance and performance monitoring in Texas.

The TCISC meets quarterly to ensure that a broad range of perspectives are considered in decision-making processes related to improving results for children with disabilities (CWD) and their families.

Special Education Directors Panel

TEA also engages local special education directors through the Special Education Directors Panel, which serves as a direct feedback mechanism between LEAs and TEA. This panel includes special education directors from various LEA types, sizes, and geographic regions, ensuring representation from across Texas.

The purpose of this panel is to provide feedback on TEA initiatives and special education projects. TEA works closely with ESCs, which nominate LEA special education directors from their region to serve on the panel. This structure ensures that TEA captures first-hand input from LEA leaders regarding challenges, implementation issues, and areas of need.

The Special Education Directors Panel meets four times per year, both in-person and virtually, allowing for ongoing and accessible engagement.

Texas Continuing Advisory Committee (CAC) for Special Education

The Texas Continuing Advisory Committee (CAC) for Special Education is the state advisory panel required under the Individuals with Disabilities Education Act (IDEA). The CAC consists of 17 members appointed by the Office of the Governor, each serving staggered four-year terms, with the terms of eight or nine members expiring every two years.

The CAC plays a critical role in identifying and addressing unmet needs in the education of children with disabilities across Texas. It provides advisory input on IDEA-related issues, data reporting, compliance requirements, and policy development.

The CAC meets at least quarterly in public meetings, allowing for transparency and engagement with broader stakeholder groups. The responsibilities of the CAC include:

- Advising TEA on unmet needs in the education of children with disabilities.
- Providing public comments on proposed state rules and regulations related to special education.
- Assisting TEA in developing data reporting systems, including reports to the U.S. Secretary of Education under IDEA.
- Recommending corrective action plans in response to federal monitoring reports.
- Advising TEA on coordinating services across agencies for children with disabilities.

Additionally, the CAC plays a key role in reviewing policies related to significant disproportionality and must submit a biennial report to the Texas Legislature recommending changes to state laws and TEA rules related to special education.

Meeting dates, agendas, and minutes for the CAC are publicly available on the Continuing Advisory Committee for Special Education webpage: <https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/continuing-advisory-committee-for-special-education-cac-meeting-dates-agendas-and-minutes>.

Expanding Opportunities for Parent and Community Engagement

TEA is committed to ensuring parents and families are actively engaged in special education planning and decision-making. TEA partners with parent organizations, advocacy groups, and community stakeholders to provide training, outreach, and resources to empower parents as key partners in the educational process.

TEA facilitates public input sessions, statewide surveys, and stakeholder advisory meetings to gather feedback from families on special education policies, practices, and improvement strategies. This engagement helps ensure that Texas parents play an active role in shaping IDEA implementation and improving outcomes for children with disabilities (CWD).

Summary

TEA's stakeholder engagement system ensures ongoing, structured opportunities for input from parents, educators, and community members. Through advisory groups such as the TCISC, Special Education Directors Panel, and the CAC, TEA gathers feedback, develops improvement strategies, and evaluates progress toward improving special education services. These mechanisms help strengthen IDEA implementation, enhance parent engagement, and drive continuous improvement across Texas.

FFY 2023 SPP/APR Data

Has the state established a minimum n/cell-size requirement? (yes/no)

YES

If yes, the State must provide a definition of its minimum n and/or cell size itself and a description thereof (e.g., a State's n size of 15 represents the number of children with disabilities enrolled in an LEA, and a State's cell size of 5 represents the number of children with disabilities who have received out-of-school suspensions and expulsions of more than 10 days within the LEA).

The Texas Education Agency (TEA) has adopted the following definitions for its minimum size requirements (MSR), which includes the minimum cell size (numerator) for rate 1 (target group) and rate 2 (comparison group) and minimum N-size (denominator) for rate 1 (target group) and rate 2 (comparison group):

For Rate 1 (Target Group: Children with Disabilities):

- Minimum Cell Size (10): Represents the number of children with disabilities (CWD), aged 3-21, who received out-of-school suspensions or expulsions totaling more than 10 cumulative days in the school year within an LEA
- Minimum N-Size (30): Represents the total enrollment of CWD, aged 3-21, in the local educational agency (LEA)

For Rate 2 (Comparison Group: Children without Disabilities):

- Minimum Cell Size (10): Represents the number of children without disabilities, aged 3-21, who received out-of-school suspensions or expulsions totaling more than 10 cumulative days in the school year within an LEA
- Minimum N-Size (30): Represents the total enrollment of children without disabilities, aged 3-21, in the LEA

The MSRs are applied before calculating the rate ratio for significant discrepancy. If either the cell size or n-size falls below these standards for Rate 1 or Rate 2 for the target group or the comparison group, then the significant discrepancy analysis was not conducted for the LEA.

If yes, the State must also provide rationales for its minimum n and/or cell size, including why the definitions chosen are reasonable and based on stakeholder input, and how the definitions ensure that the State is appropriately analyzing and identifying LEAs with significant discrepancy.

The Texas Education Agency (TEA) established MSR that includes a minimum cell size of 10 (numerator) and a minimum N-size (denominator) of 30 for analyzing significant discrepancy is supported by multiple rationales.

First, these thresholds align with federally established standards of reasonableness. While federal regulations do not explicitly set these minimums for significant discrepancy analyses, these same thresholds are deemed "presumptively reasonable" under 34 CFR §300.647(b)(1)(iv) for significant disproportionality calculations. This provides a strong precedent for their appropriateness in similar equity analyses under IDEA.

Second, these definitions were endorsed through stakeholder engagement. The TEA consulted with stakeholders who confirmed that these thresholds represent best practices for ensuring both statistical reliability and meaningful analysis while protecting student privacy. This stakeholder input was crucial in verifying that the chosen thresholds would serve the needs of all involved parties.

Third, these thresholds ensure appropriate identification of local educational agencies (LEAs) with significant discrepancy through multiple mechanisms. The cell size minimum of 10 provides enough cases to identify meaningful patterns while preventing identification based on isolated incidents. The n-size of 30 creates a sufficiently large denominator to generate stable rates and reliable comparisons. Additionally, these thresholds maintain consistency with other equity requirements under IDEA, allowing for coherent analysis across different equity indicators.

Fourth, these definitions strike a careful balance between competing needs. The thresholds are large enough to protect student privacy and prevent unreliable identifications based on small numbers, yet small enough to ensure that important patterns of significant discrepancy are not masked by overly restrictive minimums. This balance allows for meaningful analysis while preventing the statistical volatility from small numbers.

The TEA's adoption of these well-established standards enables reliable and consistent identification of significant discrepancy, supported by both statistical best practices and stakeholder input, while maintaining alignment with federal standards of reasonableness.

If yes, the State must also indicate whether the minimum n and/or cell size represents a change from the prior SPP/APR reporting period.

No

If yes, the State must provide an explanation why the minimum n and/or cell size was changed.

If yes, the State may only include, in both the numerator and the denominator, LEAs that met that State-established n/cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.

1,128

Number of LEAs that have a significant discrepancy	Number of LEAs that met the State's minimum n/cell-size	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
13	86	20.97%	22.00%	15.12%	Met target	No Slippage

Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a))

The rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA

State's definition of "significant discrepancy" and methodology

Definition of Significant Discrepancy:

The Texas Education Agency (TEA) defines significant discrepancy as the result of a local educational agency (LEA) exceeding a rate ratio threshold of 3.0. This threshold is applied after calculating the ratio of out-of-school suspension or expulsion rates for CWD to those of children without disabilities, using data from students aged 3–21.

Minimum Size Requirements (MSRs):

To ensure reliable results, the TEA applies a minimum cell size of 10 (students in the numerator) and a minimum n-size of 30 (students in the denominator). LEAs that do not meet the MSRs for either rate are excluded because small sizes may lead to unreliable results.

- For rate 1, the cell size represents the number of CWD with more than 10 cumulative days of out-of-school suspensions or expulsions, and the n-size represents the total number of CWD
- For rate 2, the cell size represents the number of children without disabilities with more than 10 cumulative days of out-of-school suspensions or expulsions, and the n-size represents the total number of children without disabilities

Calculating the Rate Ratio:

If MSRs are met, the TEA calculates:

- Rate 1: The out-of-school suspension/expulsion rate for CWD (number of children with disabilities with more than 10 cumulative days of out-of-school suspensions/expulsions divided by the total number of CWD)
- Rate 2: The out-of-school suspension/expulsion rate for children without disabilities (number of children without disabilities with more than 10 cumulative days of out-of-school suspensions/expulsions divided by the total number of children without disabilities)
- The rate ratio is then calculated by dividing rate 1 by rate 2

Determining Significant Discrepancy:

An LEA is identified as having significant discrepancy if their rate ratio exceeds 3.0. LEAs with a rate ratio of 3.0 or lower are not considered to have significant discrepancy.

Methodology:

The methodology for calculating significant discrepancy for SPPI 4A included the following eight steps:

1. Data Collection and Validation: Data collection occurred through the Public Education Information System (PEIMS) Summer Submission for the 2022-23 school year. LEAs "Completed" their data submission after clearing all fatal validation errors to ensure timely and accurate data by the submission deadline on June 15, 2023, at 11:59 PM.
2. SAS Programming and Documentation: SAS (Statistical Analysis System) was used to access, extract, clean, analyze, and report data results. SAS remains a critical tool for both preprocessing data and processing data because it automatically documents the analytical process by creating an audit trail and supporting knowledge transfer for quality assurance (QA) purposes.
3. Base Dataset Creation: A base dataset was created with students aged 3–21 years, including CWD and children without disabilities with and without out-of-school suspensions or expulsions exceeding 10 cumulative days. Age was determined using the official snapshot date (October 28, 2022), which is the last Friday in October. All analyses were conducted at the LEA level, with the total count of LEAs matching the total count reporting in the "Introduction of the prior FFY SPP/APR."
4. Data Preprocessing for Rate Calculations: Four variables were created based on a unique count of students at each LEA and were used for calculating the rates used in subsequent steps. The variables included the total number of CWD, the total number of CWD with more than 10 cumulative days of out-of-school suspensions/expulsions, the total number of children without disabilities, and the total number of children without disabilities with more than 10 cumulative days of out-of-school suspensions/expulsions at each LEA.
5. Minimum Size Requirements (MSR) Screening: The numerator (students with more than 10 cumulative days of out-of-school suspension/expulsion) required a minimum cell size of 10 for both special education and children without disabilities. The denominator (total number of students) required a minimum N-size of 30 for both special education and children without disabilities. LEAs not meeting these MSRs were excluded to ensure the results were based on reliable data.

6. Rate Calculation for LEAs: Data processing included calculating two distinct rates for each LEA. Rate 1 represented the target group of CWD and was calculated by dividing the number of CWD with more than 10 cumulative days of out-of-school suspensions/expulsions by the total number of CWD. Rate 2 represented the comparison group of children without disabilities and was calculated similarly: the number of children without disabilities with more than 10 cumulative days of out-of-school suspensions/expulsions divided by the total number of children without disabilities.

7. Calculating and Reporting Rate Ratios: For LEAs meeting MSR, one rate ratio was calculated by dividing Rate 1 by Rate 2. An LEA was identified and reported as having significant discrepancy if their rate ratio exceeded 3.0. However, if the rate ratio was less than or equal to 3.0, then the LEA was reported as not having significant discrepancy.

8. Quality Assurance and Verification: Quality assurance (QA) was conducted through parallel analyses by data analysts and independent reviewers to ensure accuracy, consistency, and adherence to established business rules and reporting standards (e.g., independent verification of rate calculations and cross-checking the exclusion of ineligible LEAs).

Assumptions:

This methodology assumed that: (a) all reported disciplinary incidents were accurately coded as out-of-school suspensions or expulsions by LEAs and (b) all LEAs consistently reported data according to state guidelines and standards.

Provide additional information about this indicator (optional)

For additional information about this indicator, visit the following Texas Education Agency (TEA) webpage: <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>.

Review of Policies, Procedures, and Practices (completed in FFY 2023 using 2022-2023 data)

Provide a description of the review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Local educational agencies (LEAs) were required to submit their local policies and operating procedures through the Texas Education Agency's (TEA's) Legal Framework. The Texas Legal Framework for the Child-Centered Special Education Process website (<https://fw.escapps.net/>) is maintained in collaboration with regional Education Service Centers to provide assistance to stakeholders such as local educational agencies (LEAs), advocates, and parents in learning about state and federal laws and regulations by providing rich resources regarding obligations and rights for the provision of a free and appropriate public education in the least restrictive environment to CWD. Additionally, each LEA was required to complete a self-assessment that includes a review of policies and operating procedures to confirm alignment with state and federal rules and regulations. When significant discrepancy was identified, TEA required identified LEAs to review policies, procedures, and practices related to the development and implementation of individualized education programs (IEPs), to review its use of positive behavioral interventions and supports, and to review its procedural safeguards to ensure compliance with the IDEA, as required by 34 CFR §300.170, and to sign an assurance statement.

The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)

Correction of Findings of Noncompliance Identified in FFY 2022

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

Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

4A - Prior FFY Required Actions

In the FFY 2023 SPP/APR, the State must explain how its methodology is reasonably designed to determine if significant discrepancies are occurring in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, including how the State's LEAs are being examined for significant discrepancy under the State's chosen methodology.

Response to actions required in FFY 2022 SPP/APR

The information regarding the Texas Education Agency's definition of "significant discrepancy" and its methodology, as well as the rationales for selection of minimum n and cell sizes, has been revised to provide an explanation of the statistical reliability of the process.

It is not inherently unreasonable if less than 10% of total local educational agencies (LEAs) are included after applying the Minimum Size Requirement (MSR), given that a large number of LEAs report no CWD having long-term suspensions and/or expulsions. For example, for FFY 2023 (discipline data from the 2022-2023 school year), 850 or 70% of the 1,128 LEAs that were excluded from the Indicator 4A calculation by MSR reported 0 CWD having long-term suspensions and/or expulsions and thus would be excluded by any MSR definition.

Statistical Reliability: The MSR is designed to ensure statistical reliability and protect student privacy. By requiring at least 30 total students served in special education and at least 10 students with applicable suspension/expulsion codes, the methodology aims to prevent drawing conclusions from

small, potentially unrepresentative samples.

Consideration of Local Context: By calculating rate ratios within each LEA, the method accounts for local factors. This approach may naturally result in fewer LEAs being flagged, as it compares CWD to their non-disabled peers in the same environment.

4A - OSEP Response

4A - Required Actions

Indicator 4B: Suspension/Expulsion

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Compliance Indicator: Rates of suspension and expulsion:

- A. Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, 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, as defined by the State, 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))

Data Source

State discipline data, including State's analysis of State's Discipline data collected under IDEA Section 618, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

Measurement

Percent = $\left[\frac{\text{\# of LEAs that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of suspensions and expulsions of more than 10 days during the school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards}}{\text{\# of LEAs in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups}} \right] \times 100$.

Include State's definition of "significant discrepancy."

Instructions

If the State has established a minimum n and/or cell size requirement, the State must provide a definition of its minimum n and/or cell size itself and a description thereof (e.g., a State's n size of 15 represents the number of children with disabilities enrolled in an LEA, by race and ethnicity, and a State's cell size of 5 represents the number of children with disabilities who have received out-of-school suspensions and expulsions of more than 10 days within the LEA, by race and ethnicity).

The State must also provide rationales for its minimum n and/or cell size, including why the definitions chosen are reasonable and based on stakeholder input, and how the definitions ensure that the State is appropriately analyzing and identifying LEAs with significant discrepancy, by race and ethnicity. The State must also indicate whether the minimum n and/or cell size represents a change from the prior SPP/APR reporting period. If so, the State must provide an explanation why the minimum n and/or cell size was changed.

The State may only include, in both the numerator and the denominator, LEAs that met that State established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.

Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2023 SPP/APR, use data from 2022-2023), including data disaggregated by race and ethnicity to determine if significant discrepancies, as defined by the State, are occurring in the rates of long-term suspensions and expulsions (more than 10 days during the school year) of children with IEPs, as required at 20 U.S.C. 1412(a)(22). The State's examination must include one of the following comparisons:

- Option 1: The rates of suspensions and expulsions for children with IEPs among LEAs within the State; or
- Option 2: The rates of suspensions and expulsions for children with IEPs to the rates of suspensions and expulsions for nondisabled children within the LEAs

In the description, specify which method the State used to determine possible discrepancies and explain what constitutes those discrepancies.

If, under Option 1, the State uses a State-level long-term suspension and expulsion rate for children with disabilities to compare to LEA-level long-term suspension and expulsion rates for the purpose of determining whether an LEA has a significant discrepancy, by race and ethnicity, the State must provide the State-level long-term suspension and expulsion rate used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose long-term suspension/expulsion rate exceeds 2 percentage points above the State-level rate of 0.7%, the State must provide OSEP with the State-level rate of 0.7%).

If, under Option 2, the State uses a rate difference to compare the rates of long-term suspensions and expulsions for children with IEPs, by race and ethnicity, to the rates of long-term suspensions and expulsions for nondisabled children within the LEA, the State must provide the State-selected rate difference used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose rate of long-term suspensions and expulsions for children with IEPs, by race and ethnicity, is 4 percentage points above the long-term suspension/expulsion rate for nondisabled children, the State must provide OSEP with the rate difference of 4 percentage points). Similarly, if, under Option 2, the State uses a rate ratio to compare the rates of long-term suspensions and expulsions for children with IEPs, by race and ethnicity, to the rates of long-term suspensions and expulsions for nondisabled children within the LEA, the State must provide the State-selected rate ratio used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose ratio of its long-term suspensions and expulsions rate for children with IEPs, by race and ethnicity, to long-term suspensions and expulsions rate for nondisabled children is greater than 3.0, the State must provide OSEP with the rate ratio of 3.0).

Because the Measurement Table requires that the data examined for this indicator are lag year data, States should examine the section 618 data that was submitted by LEAs that were in operation during the school year before the reporting year. For example, if a State has 100 LEAs operating in the 2022-2023 school year, those 100 LEAs would have reported section 618 data in 2022-2023 on the number of children suspended/expelled. If the State then opens 15 new LEAs in 2023-2024, suspension/expulsion data from those 15 new LEAs would not be in the 2022-2023 section 618 data set, and therefore, those 15 new LEAs should not be included in the denominator of the calculation. States must use the number of LEAs from the year before the reporting year in its calculation for this indicator. For the FFY 2022 SPP/APR submission, States must use the number of LEAs reported in 2022-2023 (which can be found in the FFY 2022 SPP/APR introduction).

Indicator 4B: Provide the following: (a) the number of LEAs that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups that have a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of long-term suspensions and expulsions (more than 10 days during the school year) for children with IEPs; and (b) the number of those LEAs in which policies, procedures or practices contribute to the significant discrepancy, as defined by the State, 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.

Provide detailed information about the timely correction of noncompliance as noted in OSEP's response for the previous SPP/APR. If discrepancies occurred and the LEA with discrepancies had policies, procedures or practices that contributed to the significant discrepancy, as defined by the State, and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 23-01, dated July.

If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

Targets must be 0% for 4B.

4B - Indicator Data

Not Applicable

Select yes if this indicator is not applicable.

NO

Historical Data

Baseline Year	Baseline Data
2020	28.57%

FFY	2018	2019	2020	2021	2022
Target	0%	0%	0%	0%	0%
Data	0.00%	0.00%	0.00%	Not Valid and Reliable	0.00%

Targets

FFY	2023	2024	2025
Target	0%	0%	0%

FFY 2023 SPP/APR Data

Has the state established a minimum n/cell-size requirement? (yes/no)

YES

If yes, the State must provide a definition of its minimum n and/or cell size itself and a description thereof (e.g., a State's n size of 15 represents the number of children with disabilities enrolled in an LEA, and a State's cell size of 5 represents the number of children with disabilities, by race and ethnicity, who have received out-of-school suspensions and expulsions of more than 10 days within the LEA).

The Texas Education Agency (TEA) has adopted the following definitions for its minimum size requirements (MSR), which includes the minimum cell size (numerator) for both rate 1 (target group) and rate 2 (comparison group) and minimum N-size (denominator) for both rate 1 (target group) and rate 2 (comparison group):

For Rate 1 (Target Group: Children with Disabilities by Racial or Ethnicity Group):

- Minimum Cell Size (10): Represents the number of children with disabilities (CWD), aged 3-21, in a particular race or ethnicity group, who received out-of-school suspensions or expulsions totaling more than 10 cumulative days in the school year within a local educational agency (LEA)
- Minimum N-Size (30): Represents the total enrollment of CWD, aged 3-21 in the same race or ethnicity group in the LEA

For Rate 2 (Comparison Group: Children without Disabilities):

- Minimum Cell Size (10): Represents the number of children without disabilities, aged 3-21, in all race or ethnicity groups, who received out-of-school suspensions or expulsions totaling more than 10 cumulative days in the school year at an LEA
- Minimum N-Size (30): Represents the total enrollment of children without disabilities, aged 3-21, in all race or ethnicity groups in the LEA

The MSRs are applied before calculating the rate ratio for significant discrepancy. If either the cell size or n-size falls below these standards for Rate 1 or Rate 2 for a particular race or ethnicity group, then the race or ethnicity group is excluded from the significant discrepancy analysis for the LEA.

If yes, the State must also provide rationales for its minimum n and/or cell size, including why the definitions chosen are reasonable and based on stakeholder input, and how the definitions ensure that the State is appropriately analyzing and identifying LEAs with significant discrepancy.

The Texas Education Agency (TEA) established MSR that includes a minimum cell size of 10 (numerator) and a minimum N-size (denominator) of 30 for analyzing significant discrepancy is supported by multiple rationales.

First, these thresholds align with federally established standards of reasonableness. While federal regulations do not explicitly set these minimums for significant discrepancy analyses, these same thresholds are deemed "presumptively reasonable" under 34 CFR §300.647(b)(1)(iv) for significant disproportionality calculations. This provides a strong precedent for their appropriateness in similar equity analyses under IDEA.

Second, these definitions were endorsed through stakeholder engagement. The TEA consulted with stakeholders who confirmed that these thresholds represent best practices for ensuring both statistical reliability and meaningful analysis while protecting student privacy. This stakeholder input was crucial in verifying that the chosen thresholds would serve the needs of all involved parties.

Third, these MSRs ensure appropriate identification of local educational agencies (LEAs) with significant discrepancy through multiple mechanisms. The cell size minimum of 10 provides enough cases to identify meaningful patterns while preventing identification based on isolated incidents. The n-size of 30 creates a sufficiently large denominator to generate stable rates and reliable comparisons. Additionally, these MSRs maintain consistency with other equity requirements under IDEA, allowing for coherent analysis across different the equity requirements.

Fourth, these definitions strike a careful balance between competing needs. The thresholds are large enough to protect student privacy and prevent unreliable identifications based on small numbers, yet small enough to ensure that important patterns of significant discrepancy are not masked by overly restrictive minimums. This balance allows for meaningful analysis while preventing the statistical volatility from small numbers.

The TEA's adoption of these well-established standards enables reliable and consistent identification of significant discrepancy, supported by both statistical best practices and stakeholder input, while maintaining alignment with federal standards of reasonableness.

If yes, the State must also indicate whether the minimum n and/or cell size represents a change from the prior SPP/APR reporting period.

No

If yes, the State must provide an explanation why the minimum n and/or cell size was changed.

If yes, the State may only include, in both the numerator and the denominator, LEAs that met the State-established n/cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.

1,159

Number of LEAs that have a significant discrepancy, by race or ethnicity	Number of those LEAs that have policies, procedure or practices that contribute to the significant discrepancy and do not comply with requirements	Number of LEAs that met the State's minimum n/cell-size	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
21	0	55	0.00%	0%	0.00%	Met target	No Slippage

Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a))

The rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA

Were all races and ethnicities included in the review?

YES

State's definition of "significant discrepancy" and methodology

Definition of Significant Discrepancy:

The Texas Education Agency (TEA) defines significant discrepancy for SPPI 4B as the result of a local educational agency (LEA) exceeding a rate ratio threshold of 3.0 for a race or ethnicity group. This threshold is applied after calculating the ratio of out-of-school suspension or expulsion rates for CWD from a race or ethnicity group to those of children without disabilities who are aged 3–21 years.

Minimum Size Requirements (MSRs):

To ensure reliable results, the TEA applies a minimum cell size of 10 (children in the numerator) and a minimum n-size of 30 (children in the denominator). LEAs that do not meet the MSRs for either rate are excluded because small sizes may lead to unreliable results.

- For rate 1, the cell size represents the number of CWD in a particular a race or ethnicity group with more than 10 cumulative days of out-of-school suspensions or expulsions, and the n-size represents the total number of CWD in the same race or ethnicity group
- For rate 2, the cell size represents the number of children without disabilities for all race or ethnicity groups with more than 10 cumulative days of out-of-school suspensions or expulsions, and the n-size represents the total number of children without disabilities

Calculating the Rate Ratio:

If MSRs were met, the TEA calculated at least one rate ratio (or seven total for each LEA):

- Rate 1: The out-of-school suspension/expulsion rate for CWD in a particular race or ethnicity group (number of children with disabilities with more than 10 cumulative days of out-of-school suspensions/expulsions divided by the total number of CWD from the same race or ethnicity group)
- Rate 2: The out-of-school suspension/expulsion rate for children without disabilities (number of children without disabilities with more than 10 cumulative days of out-of-school suspensions/expulsions divided by the total number of children without disabilities)
- The rate ratio is then calculated by dividing rate 1 by rate 2

Determining Significant Discrepancy:

An LEA is identified as having significant discrepancy if their rate ratio for a particular race or ethnicity group exceeds 3.0. LEAs with a rate ratio of 3.0 or lower are not considered to have significant discrepancy.

Methodology:

The methodology for calculating significant discrepancy for SPPI 4B included the following eight steps:

1. Data Collection and Validation: Data collection occurred through the Public Education Information System (PEIMS) Summer Submission for the 2022-23 school year. LEAs "Completed" their data submission after clearing all fatal validation errors to ensure timely and accurate data by the submission deadline on June 15, 2023, at 11:59 PM.
2. SAS Programming and Documentation: SAS (Statistical Analysis System) was used to access, extract, clean, analyze, and report data results. SAS remains a critical tool for both preprocessing data and processing data because it automatically documents the analytical process by creating an audit trail and supporting knowledge transfer for quality assurance (QA) purposes.
3. Base Dataset Creation: A base dataset was created with students aged 3–21 years by race or ethnicity group, including CWD and children without disabilities both with and without out-of-school suspensions or expulsions exceeding 10 cumulative days. Age was determined using the official snapshot date (October 28, 2022), which is the last Friday in October. All analyses were conducted at the LEA level, with the total count of LEAs matching the total count reporting in the "Introduction of the prior federal fiscal year (FFY) State Performance Plan and Annual Performance Report (SPP/APR). There were seven total race or ethnicity groups, including Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White, and Two or more races.
4. Data Preprocessing for Rate Calculations: Sixteen variables were created based on a unique count of students within the requisite groups at each LEA. The variables included the total number of CWD by race or ethnicity (7), the total number of CWD with more than 10 cumulative days of out-of-school suspensions/expulsions by race or ethnicity (7), the total number of children without disabilities (1), and the total number of children without disabilities with more than 10 cumulative days of out-of-school suspensions/expulsions (1) at each LEA.
5. Minimum Size Requirements (MSR) Screening: The numerator (students with more than 10 cumulative days of out-of-school suspension/expulsion) required a minimum cell size of 10 for both CWD by race or ethnicity group and children without disabilities. The denominator (total number of students) required a minimum N-size of 30 for both CWD by race or ethnicity group and children without disabilities. LEAs not meeting these MSRs were excluded to ensure the results were based on reliable data.
6. Rate Calculation for LEAs: Data processing included calculating two distinct LEA rates for each race or ethnicity group. Rate 1 represented the target group and was calculated by dividing the number of CWD by a race or ethnicity group with more than 10 cumulative days of out-of-school suspensions/expulsions by the total number of CWD from the race or ethnicity group. Rate 2 represented the comparison group and was calculated similarly: the number of children without disabilities with more than 10 cumulative days of out-of-school suspensions/expulsions divided by the total number of children without disabilities.
7. Calculating and Reporting Rate Ratios: There are seven possible rate ratio calculations for each LEA. For LEAs meeting MSR for at least one race or ethnicity group, the rate ratio was calculated by dividing Rate 1 by Rate 2 for the respective race or ethnicity group. An LEA was identified and reported as having significant discrepancy for the race or ethnicity group if their rate ratio exceeded 3.0. However, if the rate ratio was less than or equal to 3.0, then the LEA was reported as not having significant discrepancy for the race or ethnicity group.
8. Quality Assurance and Verification: Quality assurance (QA) was conducted through parallel analyses by data analysts and independent reviewers to ensure accuracy, consistency, and adherence to established business rules and reporting standards (e.g., independent verification of rate calculations and cross-checking the exclusion of ineligible LEAs).

Assumptions:

This methodology assumed that: (a) all reported disciplinary incidents were accurately coded as out-of-school suspensions or expulsions by LEAs and (b) all LEAs consistently reported data according to state guidelines and standards.

Provide additional information about this indicator (optional)

For additional information about this indicator, visit the following Texas Education Agency (TEA) webpage <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>.

Review of Policies, Procedures, and Practices (completed in FFY 2023 using 2022-2023 data)

Provide a description of the review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Local educational agencies (LEAs) were required to submit their local policies and operating procedures through the Texas Education Agency's online Legal Framework portal. The Texas Legal Framework for the Child-Centered Special Education Process website (<https://fw.escapps.net/>) is maintained in collaboration with regional Education Service Centers to provide assistance to stakeholders such as local educational agencies (LEAs), advocates, and parents in learning about state and federal laws and regulations by providing rich resources regarding obligations and rights for the provision of a free and appropriate public education in the least restrictive environment to CWD. LEAs were required to complete a self-assessment that includes a review of policies and operating procedures to confirm alignment with state and federal rules and regulations. When significant discrepancy was identified, the Texas Education Agency (TEA) required identified LEAs to review policies, procedures, and practices related to the development and implementation of individualized education programs (IEPs), to review its use of positive behavioral interventions and supports, to review its procedural safeguards to ensure compliance with the IDEA, and to sign an assurance statement.

The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)

Correction of Findings of Noncompliance Identified in FFY 2022

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

Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

4B - Prior FFY Required Actions

In the FFY 2023 SPP/APR, the State must explain how its methodology is reasonably designed to determine if significant discrepancies, by race and ethnicity, are occurring in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, including how the State's LEAs are being examined for significant discrepancy under the State's chosen methodology.

Response to actions required in FFY 2022 SPP/APR

The information regarding the Texas Education Agency's definition of "significant discrepancy" and its methodology, as well as the rationales for selection of minimum n and cell sizes, has been revised to provide an explanation of the statistical reliability of the process.

It is not inherently unreasonable if less than 10% of local educational agencies (LEAs) are included after applying the Minimum Size Requirement (MSR), given that a large number of LEAs report no CWD having long-term suspensions and/or expulsions. For example, for FFY 2023 (discipline data from the 2022-2023 school year), 850 or approximately 73% of the 1,159 LEAs that were excluded from the Indicator 4A calculation by MSR reported 0 CWD having long-term suspensions and/or expulsions and thus would be excluded by any MSR definition.

Statistical Reliability: The MSR is designed to ensure statistical reliability and protect student privacy. By requiring at least 30 total students served in special education and at least 10 students with applicable suspension/expulsion codes, the methodology aims to prevent drawing conclusions from small, potentially unrepresentative samples.

Consideration of Local Context: By calculating rate ratios within each LEA, the method accounts for local factors. This approach may naturally result in fewer LEAs being flagged, as it compares students with disabilities to their non-disabled peers in the same environment.

4B - OSEP Response

4B- Required Actions

Indicator 5: Education Environments (children 5 (Kindergarten) - 21)

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results Indicator: Percent of children with IEPs aged 5 who are enrolled in kindergarten and 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))

Data Source

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in ED Facts file specification FS002.

Measurement

- A. Percent = $\left[\frac{\text{(\# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80\% or more of the day)}}{\text{(total \# of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)}} \right] \times 100$.
- B. Percent = $\left[\frac{\text{(\# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40\% of the day)}}{\text{(total \# of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)}} \right] \times 100$.
- C. Percent = $\left[\frac{\text{(\# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements)}}{\text{(total \# of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)}} \right] \times 100$.

Instructions

Sampling from the State's 618 data is not allowed.

States must report five-year-old children with disabilities who are enrolled in kindergarten in this indicator. Five-year-old children with disabilities who are enrolled in preschool programs are included in Indicator 6.

Describe the results of the calculations and compare the results to the target.

If the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA, explain.

5 - Indicator Data

Historical Data

Part	Baseline	FFY	2018	2019	2020	2021	2022
A	2020	Target >=	68.00%		71.84%	73.00%	73.00%
A	71.84%	Data	69.45%	71.04%	71.84%	72.57%	73.54%
B	2020	Target <=	12.00%		14.07%	14.00%	13.00%
B	14.07%	Data	14.88%	14.42%	14.07%	13.54%	13.49%
C	2020	Target <=	1.29%		0.80%	1.00%	1.00%
C	0.80%	Data	0.91%	0.84%	0.80%	0.95%	0.74%

Targets

FFY	2023	2024	2025
Target A >=	74.00%	74.00%	75.00%
Target B <=	12.00%	11.00%	10.00%
Target C <=	1.00%	1.00%	0.79%

Targets: Description of Stakeholder Input

The Texas Education Agency (TEA) has established a comprehensive stakeholder engagement system that ensures broad, diverse, and continuous input into special education planning, implementation, and evaluation. This system follows the Texas Continuous Improvement Process (TCIP) model, which integrates annual feedback from stakeholders to improve special education services at the local, regional, and state levels. TEA collects stakeholder input through surveys, public forums, stakeholder meetings, and advisory committees, ensuring that diverse perspectives inform state priorities and decisions.

Stakeholder engagement includes parents, teachers, service providers, evaluation personnel, special education directors, district and campus administrators, Education Service Centers (ESCs), institutions of higher education, parent-support and advocacy groups, related state agencies, and other established stakeholder groups. TEA systematically reviews stakeholder group membership and seeks recommendations from internal and external entities to fill vacancies, ensuring statewide geographic and demographic representation.

Texas Continuous Improvement Steering Committee (TCISC)

The Texas Continuous Improvement Steering Committee (TCISC) is an external advisory workgroup that provides guidance on key special education issues in Texas. The purpose of this committee is to facilitate ongoing stakeholder input into the Texas Continuous Improvement Process (TCIP). The

TCISC:

- Provides guidance on setting and revising State Performance Plan (SPP) indicator targets.
- Reviews and analyzes the Annual Performance Report (APR), the State Systemic Improvement Plan (SSIP), and progress on SPP indicator targets.
- Discusses statewide monitoring and general supervision activities and provides feedback to TEA to guide improvement efforts.
- Engages in discussions related to compliance and performance monitoring in Texas.

The TCISC meets quarterly to ensure that a broad range of perspectives are considered in decision-making processes related to improving results for children with disabilities (CWD) and their families.

Special Education Directors Panel

TEA also engages local special education directors through the Special Education Directors Panel, which serves as a direct feedback mechanism between LEAs and TEA. This panel includes special education directors from various LEA types, sizes, and geographic regions, ensuring representation from across Texas.

The purpose of this panel is to provide feedback on TEA initiatives and special education projects. TEA works closely with ESCs, which nominate LEA special education directors from their region to serve on the panel. This structure ensures that TEA captures first-hand input from LEA leaders regarding challenges, implementation issues, and areas of need.

The Special Education Directors Panel meets four times per year, both in-person and virtually, allowing for ongoing and accessible engagement.

Texas Continuing Advisory Committee (CAC) for Special Education

The Texas Continuing Advisory Committee (CAC) for Special Education is the state advisory panel required under the Individuals with Disabilities Education Act (IDEA). The CAC consists of 17 members appointed by the Office of the Governor, each serving staggered four-year terms, with the terms of eight or nine members expiring every two years.

The CAC plays a critical role in identifying and addressing unmet needs in the education of children with disabilities across Texas. It provides advisory input on IDEA-related issues, data reporting, compliance requirements, and policy development.

The CAC meets at least quarterly in public meetings, allowing for transparency and engagement with broader stakeholder groups. The responsibilities of the CAC include:

- Advising TEA on unmet needs in the education of children with disabilities.
- Providing public comments on proposed state rules and regulations related to special education.
- Assisting TEA in developing data reporting systems, including reports to the U.S. Secretary of Education under IDEA.
- Recommending corrective action plans in response to federal monitoring reports.
- Advising TEA on coordinating services across agencies for children with disabilities.

Additionally, the CAC plays a key role in reviewing policies related to significant disproportionality and must submit a biennial report to the Texas Legislature recommending changes to state laws and TEA rules related to special education.

Meeting dates, agendas, and minutes for the CAC are publicly available on the Continuing Advisory Committee for Special Education webpage: <https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/continuing-advisory-committee-for-special-education-cac-meeting-dates-agendas-and-minutes>.

Expanding Opportunities for Parent and Community Engagement

TEA is committed to ensuring parents and families are actively engaged in special education planning and decision-making. TEA partners with parent organizations, advocacy groups, and community stakeholders to provide training, outreach, and resources to empower parents as key partners in the educational process.

TEA facilitates public input sessions, statewide surveys, and stakeholder advisory meetings to gather feedback from families on special education policies, practices, and improvement strategies. This engagement helps ensure that Texas parents play an active role in shaping IDEA implementation and improving outcomes for children with disabilities (CWD).

Summary

TEA's stakeholder engagement system ensures ongoing, structured opportunities for input from parents, educators, and community members. Through advisory groups such as the TCISC, Special Education Directors Panel, and the CAC, TEA gathers feedback, develops improvement strategies, and evaluates progress toward improving special education services. These mechanisms help strengthen IDEA implementation, enhance parent engagement, and drive continuous improvement across Texas.

Prepopulated Data

Source	Date	Description	Data
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	Total number of children with IEPs aged 5 (kindergarten) through 21	734,820
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	A. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class 80% or more of the day	548,462

Source	Date	Description	Data
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	B. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class less than 40% of the day	96,329
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	c1. Number of children with IEPs aged 5 (kindergarten) through 21 in separate schools	2,319
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	c2. Number of children with IEPs aged 5 (kindergarten) through 21 in residential facilities	85
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	c3. Number of children with IEPs aged 5 (kindergarten) through 21 in homebound/hospital placements	2,459

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

FFY 2023 SPP/APR Data

Education Environments	Number of children with IEPs aged 5 (kindergarten) through 21 served	Total number of children with IEPs aged 5 (kindergarten) through 21	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class 80% or more of the day	548,462	734,820	73.54%	74.00%	74.64%	Met target	No Slippage
B. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class less than 40% of the day	96,329	734,820	13.49%	12.00%	13.11%	Did not meet target	No Slippage
C. Number of children with IEPs aged 5 (kindergarten) through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	4,863	734,820	0.74%	1.00%	0.66%	Met target	No Slippage

Provide additional information about this indicator (optional)

For additional information, visit the indicator webpage on the Texas Education Agency (TEA) website: <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>.

5 - Prior FFY Required Actions

None

5 - OSEP Response

5 - Required Actions

Indicator 6: Preschool Environments

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program 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.
- C. Receiving special education and related services in the home.

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

Data Source

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in ED*Facts* file specification FS089.

Measurement

- A. Percent = $\left[\frac{\text{(\# of children ages 3, 4, and 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program)}}{\text{(total \# of children ages 3, 4, and 5 with IEPs)}} \right] \times 100$.
- B. Percent = $\left[\frac{\text{(\# of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school, or residential facility)}}{\text{(total \# of children ages 3, 4, and 5 with IEPs)}} \right] \times 100$.
- C. Percent = $\left[\frac{\text{(\# of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home)}}{\text{(total \# of children ages 3, 4, and 5 with IEPs)}} \right] \times 100$.

Instructions

Sampling from the State's 618 data is not allowed.

States must report five-year-old children with disabilities who are enrolled in preschool programs in this indicator. Five-year-old children with disabilities who are enrolled in kindergarten are included in Indicator 5.

States may choose to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age.

For Indicator 6C: States are not required to establish a baseline or targets if the number of children receiving special education and related services in the home is less than 10, regardless of whether the State chooses to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age. In a reporting period during which the number of children receiving special education and related services in the home reaches 10 or greater, States are required to develop baseline and targets and report on them in the corresponding SPP/APR.

For Indicator 6C: States may express their targets in a range (e.g., 75-85%).

Describe the results of the calculations and compare the results to the target.

If the data reported in this indicator are not the same as the State's data reported under IDEA section 618, explain.

6 - Indicator Data

Not Applicable

Select yes if this indicator is not applicable.

NO

Historical Data (Inclusive) – 6A, 6B, 6C

Part	FFY	2018	2019	2020	2021	2022
A	Target >=	33.00%		27.05%	27.00%	27.00%
A	Data	32.03%	26.75%	27.05%	26.17%	26.15%
B	Target <=	15.00%		25.70%	26.00%	25.00%
B	Data	17.59%	26.58%	25.70%	26.67%	27.58%
C	Target <=			0.85%	0.85%	0.85%
C	Data			0.85%	0.93%	0.66%

Targets: Description of Stakeholder Input

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- Reviews and analyzes the Annual Performance Report (APR), the State Systemic Improvement Plan (SSIP), and progress on SPP indicator targets.
- Discusses statewide monitoring and general supervision activities and provides feedback to TEA to guide improvement efforts.
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- Recommending corrective action plans in response to federal monitoring reports.
- Advising TEA on coordinating services across agencies for children with disabilities.

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Targets

Please select if the State wants to set baselines and targets based on individual age ranges (i.e., separate baseline and targets for each age), or inclusive of all children ages 3, 4, and 5.

Inclusive Targets

Please select if the State wants to use target ranges for 6C.

Target Range not used

Baselines for Inclusive Targets option (A, B, C)

Part	Baseline Year	Baseline Data
A	2020	27.05%
B	2020	25.70%
C	2020	0.85%

Inclusive Targets – 6A, 6B

FFY	2023	2024	2025
Target A >=	28.00%	29.00%	30.00%
Target B <=	24.00%	24.00%	23.00%

Inclusive Targets – 6C

FFY	2023	2024	2025
Target C <=	0.85%	0.85%	0.84%

Prepopulated Data
Data Source:

SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS089; Data group 613)

Date:

07/31/2024

Description	3	4	5	3 through 5 - Total
Total number of children with IEPs	12,020	23,157	4,862	40,039
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	1,975	6,919	1,676	10,570
b1. Number of children attending separate special education class	4,979	5,137	834	10,950
b2. Number of children attending separate school	12	8	1	21
b3. Number of children attending residential facility	0	0	0	0
c1. Number of children receiving special education and related services in the home	103	128	29	260

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

FFY 2023 SPP/APR Data - Aged 3 through 5

Preschool Environments	Number of children with IEPs aged 3 through 5 served	Total number of children with IEPs aged 3 through 5	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	10,570	40,039	26.15%	28.00%	26.40%	Did not meet target	No Slippage
B. Separate special education class, separate school, or residential facility	10,971	40,039	27.58%	24.00%	27.40%	Did not meet target	No Slippage

Preschool Environments	Number of children with IEPs aged 3 through 5 served	Total number of children with IEPs aged 3 through 5	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
C. Home	260	40,039	0.66%	0.85%	0.65%	Met target	No Slippage

Provide additional information about this indicator (optional)

For additional information, visit the indicator webpage on the Texas Education Agency (TEA) website: <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>.

6 - Prior FFY Required Actions

None

6 - OSEP Response

6 - Required Actions

Indicator 7: Preschool Outcomes

Instructions and Measurement

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))

Data Source

State selected data source.

Measurement

Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

Summary Statements for Each of the Three Outcomes:

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

Measurement for Summary Statement 1: Percent = [(# of preschool children reported in progress category (c) plus # of preschool children reported in category (d)) divided by ((# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d))] times 100.

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

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

Instructions

Sampling of **children for assessment** is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See [General Instructions](#) on page 3 for additional instructions on sampling.)

In the measurement include, in the numerator and denominator, only children who received special education and related services for at least six months during the age span of three through five years.

Describe the results of the calculations and compare the results to the targets. States will use the progress categories for each of the three Outcomes to calculate and report the two Summary Statements. States have provided targets for the two Summary Statements for the three Outcomes (six numbers for targets for each FFY).

Report progress data and calculate Summary Statements to compare against the six targets. Provide the actual numbers and percentages for the five reporting categories for each of the three Outcomes.

In presenting results, provide the criteria for defining "comparable to same-aged peers." If a State is using the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS), then the criteria for defining "comparable to same-aged peers" has been defined as a child who has been assigned a score of 6 or 7 on the COS.

In addition, list the instruments and procedures used to gather data for this indicator, including if the State is using the ECO COS.

7 - Indicator Data

Not Applicable

Select yes if this indicator is not applicable.

NO

Historical Data

Part	Baseline	FFY	2018	2019	2020	2021	2022
A1	2008	Target >=	85.00%	86.00%	85.00%	85.00%	86.00%
A1	73.40%	Data	84.36%	85.03%	83.77%	84.20%	82.09%

A2	2008	Target >=	63.00%	63.00%	63.00%	63.00%	63.00%
A2	62.20%	Data	59.65%	60.07%	59.21%	58.32%	56.73%
B1	2008	Target >=	85.00%	86.00%	84.00%	84.00%	85.00%
B1	67.00%	Data	84.25%	84.41%	83.37%	83.78%	81.08%
B2	2008	Target >=	58.00%	58.00%	56.00%	57.00%	57.00%
B2	52.00%	Data	56.95%	57.49%	56.21%	56.32%	54.25%
C1	2008	Target >=	85.00%	86.00%	84.00%	85.00%	85.00%
C1	72.50%	Data	84.71%	84.62%	84.02%	83.82%	81.99%
C2	2008	Target >=	74.00%	74.00%	71.00%	72.00%	72.00%
C2	73.60%	Data	71.29%	72.15%	71.10%	69.79%	68.49%

Targets

FFY	2023	2024	2025
Target A1 >=	86.00%	87.00%	87.00%
Target A2 >=	63.00%	63.00%	64.00%
Target B1 >=	85.00%	86.00%	86.00%
Target B2 >=	58.00%	59.00%	60.00%
Target C1 >=	86.00%	86.00%	87.00%
Target C2 >=	73.00%	74.00%	75.00%

Targets: Description of Stakeholder Input

The Texas Education Agency (TEA) has established a comprehensive stakeholder engagement system that ensures broad, diverse, and continuous input into special education planning, implementation, and evaluation. This system follows the Texas Continuous Improvement Process (TCIP) model, which integrates annual feedback from stakeholders to improve special education services at the local, regional, and state levels. TEA collects stakeholder input through surveys, public forums, stakeholder meetings, and advisory committees, ensuring that diverse perspectives inform state priorities and decisions.

Stakeholder engagement includes parents, teachers, service providers, evaluation personnel, special education directors, district and campus administrators, Education Service Centers (ESCs), institutions of higher education, parent-support and advocacy groups, related state agencies, and other established stakeholder groups. TEA systematically reviews stakeholder group membership and seeks recommendations from internal and external entities to fill vacancies, ensuring statewide geographic and demographic representation.

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The Texas Continuous Improvement Steering Committee (TCISC) is an external advisory workgroup that provides guidance on key special education issues in Texas. The purpose of this committee is to facilitate ongoing stakeholder input into the Texas Continuous Improvement Process (TCIP). The TCISC:

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- Reviews and analyzes the Annual Performance Report (APR), the State Systemic Improvement Plan (SSIP), and progress on SPP indicator targets.
- Discusses statewide monitoring and general supervision activities and provides feedback to TEA to guide improvement efforts.
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The TCISC meets quarterly to ensure that a broad range of perspectives are considered in decision-making processes related to improving results for children with disabilities (CWD) and their families.

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The CAC plays a critical role in identifying and addressing unmet needs in the education of children with disabilities across Texas. It provides advisory input on IDEA-related issues, data reporting, compliance requirements, and policy development.

The CAC meets at least quarterly in public meetings, allowing for transparency and engagement with broader stakeholder groups. The responsibilities of the CAC include:

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FFY 2023 SPP/APR Data

Number of preschool children aged 3 through 5 with IEPs assessed

28,139

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

Outcome A Progress Category	Number of children	Percentage of Children
a. Preschool children who did not improve functioning	154	0.55%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	3,757	13.35%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	8,516	30.26%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	9,954	35.37%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	5,758	20.46%

Outcome A	Numerator	Denominator	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A1. Of those children who entered or exited the 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. <i>Calculation: (c+d)/(a+b+c+d)</i>	18,470	22,381	82.09%	86.00%	82.53%	Did not meet target	No Slippage

Outcome A	Numerator	Denominator	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
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. <i>Calculation: $(d+e)/(a+b+c+d+e)$</i>	15,712	28,139	56.73%	63.00%	55.84%	Did not meet target	No Slippage

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

Outcome B Progress Category	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	171	0.61%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	4,119	14.64%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	8,612	30.61%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	10,510	37.35%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	4,727	16.80%

Outcome B	Numerator	Denominator	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
B1. Of those children who entered or exited the 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. <i>Calculation: $(c+d)/(a+b+c+d)$</i>	19,122	23,412	81.08%	85.00%	81.68%	Did not meet target	No Slippage
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. <i>Calculation: $(d+e)/(a+b+c+d+e)$</i>	15,237	28,139	54.25%	58.00%	54.15%	Did not meet target	No Slippage

Outcome C: Use of appropriate behaviors to meet their needs

Outcome C Progress Category	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	167	0.59%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	3,266	11.61%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	5,691	20.22%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	9,760	34.68%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	9,255	32.89%

Outcome C	Numerator	Denominator	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who	15,451	18,884	81.99%	86.00%	81.82%	Did not meet target	No Slippage

Outcome C	Numerator	Denominator	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
substantially increased their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation:</i> $(c+d)/(a+b+c+d)$							
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. <i>Calculation:</i> $(d+e)/(a+b+c+d+e)$	19,015	28,139	68.49%	73.00%	67.58%	Did not meet target	No Slippage

Does the State include in the numerator and denominator only children who received special education and related services for at least six months during the age span of three through five years? (yes/no)

YES

Sampling Question	Yes / No
Was sampling used?	NO

Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS) process? (yes/no)

YES

List the instruments and procedures used to gather data for this indicator.

The Texas Education Agency (TEA) employs two primary data collection instruments for SPPI 7:

The Early Childhood Outcome Center's Childhood Outcomes Summary (COS) Form:

- Serves as the template for recording assessment information about student functioning in each outcome area
- Standardizes individualized assessment data for consistent statewide reporting
- Utilizes a seven-point scale to compare child functioning with age-level expectations
- Implements a team-based assessment process incorporating multiple information sources, including parent and provider observations and results from valid direct assessments

Texas Education Agency Login (TEAL) SPPI 7 Application:

- Functions as the state database for collecting, calculating, and analyzing SPPI 7 data
- Provides a standardized platform for local educational agency (LEAs) to submit Entry and Exit COS data

The TEA implements the following data collection procedures:

Data Collection Timeline:

- Entry COS is completed within 30 school days after:
 - A child is found eligible and placed in Early Childhood Special Education (ECSE)
 - A child transfer into the LEA's ECSE program from another LEA's ECSE program
 - A child who is deaf or hard of hearing and/or has a Visual Impairment receiving special education services prior to age 3 enrolls in ECSE
- Exit COS is completed no earlier than 30 school days prior to:
 - A child turning 6-years-old
 - A child being dismissed from ECSE

Data Submission Process:

- LEAs enter data during the submission window (April 1, 2024-August 9, 2024)
- Extension period: LEAs must submit and gain approval for up to 5 business days following the deadline for a "Data Submission Extension" that allows for an additional 3 business days to submit data. The process LEAs used to request a data submission extension for FFY 2023 is detailed in the document titled 'Requesting a Data Submission Extension (SY 2023-24),' available at <https://tea.texas.gov/academics/special-student-populations/special-education/lea-data-submission-extension-request-sy-2023-24.pdf>.

LEAs can contact their regional ESC for submission assistance. Data collection includes 3, 4, and 5-year-old children with disabilities (CWDs) measured at two points (Entry and Exit) with minimum six-month intervals between July 1, 2023, to June 30, 2024.

Provide additional information about this indicator (optional)

For detailed guidance and additional information on SPPI 7, please visit the Texas Education Agency (TEA) website <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>.

7 - Prior FFY Required Actions

None

7 - OSEP Response

7 - Required Actions

Indicator 8: Parent involvement

Instructions and Measurement

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))

Data Source

State selected data source.

Measurement

Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

Instructions

Sampling of parents from whom response is requested is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See [General Instructions](#) on page 3 for additional instructions on sampling.)

Describe the results of the calculations and compare the results to the target.

Provide the actual numbers used in the calculation.

If the State is using a separate data collection methodology for preschool children, the State must provide separate baseline data, targets, and actual target data or discuss the procedures used to combine data from school age and preschool data collection methodologies in a manner that is valid and reliable.

While a survey is not required for this indicator, a State using a survey must submit a copy of any new or revised survey with its SPP/APR.

Report the number of parents to whom the surveys were distributed and the number of respondent parents. The survey response rate is automatically calculated using the submitted data.

States must compare the response rate for the reporting year to the response rate for the previous year (e.g., in the FFY 2023 SPP/APR, compare the FFY 2023 response rate to the FFY 2022 response rate) and describe strategies that will be implemented which are expected to increase the response rate, particularly for those groups that are underrepresented.

The State must also analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias and promote response from a broad cross-section of parents of children with disabilities.

Include in the State's analysis the extent to which the demographics of the children for whom parents responded are representative of the demographics of children receiving special education services. States must consider race/ethnicity. In addition, the State's analysis must also include at least one of the following demographics: age of the student, disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

States must describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

If the analysis shows that the demographics of the children for whom parents responding are not representative of the demographics of children receiving special education services in the State, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State distributed the survey to parents (e.g., by mail, by e-mail, on-line, by telephone, in-person through school personnel), and how responses were collected.

States are encouraged to work in collaboration with their OSEP-funded parent centers in collecting data.

8 - Indicator Data

Question	Yes / No
Do you use a separate data collection methodology for preschool children?	NO

Targets: Description of Stakeholder Input

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- Discusses statewide monitoring and general supervision activities and provides feedback to TEA to guide improvement efforts.
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- Advising TEA on unmet needs in the education of children with disabilities.
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Historical Data

Baseline Year	Baseline Data
2020	73.04%

FFY	2018	2019	2020	2021	2022
Target >=	81.00%	81.00%	73.04%	81.00%	81.00%
Data	76.70%	80.80%	73.04%	69.41%	68.97%

Targets

FFY	2023	2024	2025
Target >=	81.00%	82.00%	82.00%

FFY 2023 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 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
15,049	21,506	68.97%	81.00%	69.98%	Did not meet target	No Slippage

Since the State did not report preschool children separately, discuss the procedures used to combine data from school age and preschool surveys in a manner that is valid and reliable.

The Texas Education Agency (TEA) included both school-age and preschool-age children in the statewide survey results. The children sampled for this survey were randomly selected from a sampling frame extracted from TEA's Public Education Information Management System (PEIMS) database, which includes grade-level data for all students. Using a multi-stage stratification sampling method, children were sampled to ensure that both larger and smaller districts were adequately represented. This approach allowed for a reliable estimate of parent involvement for both school-age and preschool-age children. To ensure representativeness, adjustments were made for differences between districts of varying sizes. For more details, you can visit the Texas Parent Involvement Survey webpage: <https://www.spedtex.org/parent-involvement-survey>.

The number of parents to whom the surveys were distributed.

100,021

Percentage of respondent parents

21.50%

Response Rate

FFY	2022	2023
Response Rate	20.06%	21.50%

Describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

The representativeness of survey results was assessed using a +/- 5% discrepancy metric. This metric indicates that the survey results obtained from the stratified random sample of students receiving special education are considered representative of the target population in terms of race/ethnicity and disability category. The discrepancy metric provides a pragmatic balance between accuracy and feasibility, aligns with widely accepted statistical standards, and is generally sufficient for informed decision-making and policy development. This threshold is strict enough to ensure meaningful representation of diverse groups, yet flexible enough to account for the practical challenges of surveying diverse populations.

Include the State's analyses of the extent to which the demographics of the children for whom parents responded are representative of the demographics of children receiving special education services. States must include race/ethnicity in their analysis. In addition, the State's analysis must also include at least one of the following demographics: age of the student, disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

The Texas Education Agency (TEA) examined the responding participants' representativeness related to race/ethnicity and disability category for the target population of children with disabilities (CWD) statewide. The responding participants were representative of the target population because their differences were within the State-established discrepancy metric of +/- 5%. For example, the respondent group was slightly over-representative of White and Asian students by +2.1 and +1.1 percentage points, respectively, and under-representative of Black/African American and Hispanic students by -1.8 and -1.4 percentage points, respectively. Similarly, the respondent group was slightly over-representative of students with Autism by +3.7 percentage points and under-representative of students with Learning Disabilities (-2.6 percentage points) and Intellectual Disabilities (-1.2 percentage points). The responding participants of all other race/ethnicity and disability categories were within 1 percentage point of the target population.

The demographics of the children for whom parents are responding are representative of the demographics of children receiving special education services. (yes/no)

YES

Describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.

To enhance the response rate year over year particularly for underrepresented groups, the following strategies will be implemented:

Continued Collaboration with District Liaisons: Maintaining a close working relationship with district liaisons throughout the survey process to ensure effective engagement and smooth administration

Instructional Webinars: Providing pre-launch instructional webinars, conducted by SPEDTex (<https://www.spedtex.org/>), available in both English and Spanish. These webinars are recorded for broader accessibility.

Extensive Follow-Up Activities: Regularly engaging with liaisons in participating districts to encourage active use of the response rate dashboard for informed outreach

Direct District Communication: Establishing consistent contact with all participating districts via phone and email, offering support, updating them on real-time response rates, and assisting with any survey-related inquiries. This includes directly sending survey invitations when necessary.

Support from ESC Special Education Directors: Encouraging ESC Special Education Directors to assist districts within their regions in improving survey participation

Direct Family Outreach: For districts requiring additional support in survey fielding, direct phone calls to families will be made to encourage participation. These strategies are designed to improve engagement and response rates with a focus on reaching underrepresented groups effectively.

Describe the analysis of the response rate including any nonresponse bias that was identified, and the steps taken to reduce any identified bias and promote response from a broad cross section of parents of children with disabilities.

Analysis of Response Rate and Nonresponse Bias:
This section provides a comprehensive analysis of the response rate, an assessment of nonresponse bias, and the steps taken to mitigate bias and encourage participation from a broad cross-section of youth who are no longer in secondary school and had IEPs in effect at the time they exited.

Response Rate Analysis:
The response rate for the survey was calculated at multiple levels—statewide, by regional Education Service Center (ESC), and by Local Education Agency (LEA). This multi-tiered approach provided a detailed understanding of participation patterns across different administrative and geographical segments. Identifying areas with lower response rates allowed for targeted follow-up efforts to improve overall participation.

Nonresponse Bias Assessment:
To evaluate potential nonresponse bias, the demographic characteristics of survey respondents (including race/ethnicity, gender, and primary disability category) were compared with those of the entire target population of students who had received special education services.

The respondent group was largely representative of the target population, with demographic differences falling within the state-established discrepancy metric of $\pm 5\%$, with one exception. Specifically:

- Race/Ethnicity: Respondents closely mirrored the racial/ethnic composition of the target population, with no group exceeding the $\pm 5\%$ threshold.
- Disability Categories: Most disability groups were proportionally represented, except for students with Learning Disabilities, who were underrepresented by 5.1 percentage points.

This analysis suggests that while the survey data are broadly representative of the target population, the slight underrepresentation of students with Learning Disabilities indicates a potential source of nonresponse bias.

Strategies to Reduce Bias and Promote Broad Participation:
To address identified disparities and encourage participation from all segments of the target population, the following measures were implemented:

- Targeted Outreach: Additional outreach efforts were directed toward underrepresented groups, including follow-up communications via phone, email, and mailed reminders.
- Multiple Response Modes: Participants were given multiple options for completing the survey, such as online, phone interviews, and paper submissions, to accommodate diverse accessibility needs.
- Partnership with LEAs and Community Organizations: Collaboration with school districts, transition specialists, and community organizations helped facilitate engagement with youth who may be harder to reach.
- Incentives and Engagement Strategies: Providing incentives and emphasizing the importance of the survey in shaping post-school services encouraged higher participation rates.

By implementing these measures, the survey team worked to minimize nonresponse bias and ensure that findings reflected a broad cross-section of youth who had exited secondary school with IEPs in place.

Sampling Question	Yes / No
Was sampling used?	YES
If yes, has your previously approved sampling plan changed?	NO

Describe the sampling methodology outlining how the design will yield valid and reliable estimates.

SAMPLING METHODOLOGY FOR THE 2023-24 TEXAS PARENT INVOLVEMENT SURVEY (SPPI 8)

The sampling methodology for the 2023-24 Texas Parent Involvement Survey, which measures State Performance Plan Indicator (SPPI) 8, follows a stratified random sampling design to ensure both representativeness and reliability of the estimates. This design allows for valid statewide reporting while also ensuring meaningful district-level results.

1. OBJECTIVES OF THE SAMPLING DESIGN
- The sampling design is structured to achieve three primary objectives:
- Statewide Representativeness: The sample must reflect the statewide population of parents whose children receive special education services.
 - Equal Student Selection Probability: Each student in the selected local education agencies (LEAs) must have an equal chance of being included.
 - Meaningful LEA-Level Reporting: A minimum of five survey responses per LEA is required to provide actionable district-level insights.

Since these objectives can compete (e.g., increasing the sample size in smaller LEAs can shift the demographics of the statewide sample), adjustments were made to balance the need for statewide representativeness and sufficient district-level participation.

2. LEA SELECTION CRITERIA

- For the 2023-24 SPPI 8 survey, 385 LEAs were selected based on the following criteria:
- LEAs scheduled for Continuous Monitoring and Support in 2025-26 (one year after survey results become available).
 - LEAs that were previously reviewed in 2022-23.
 - LEAs serving over 50,000 students were added if not already included.

3. STRATIFIED RANDOM SAMPLING APPROACH
- The stratified random sampling method was used to ensure an equitable and representative sample.
- LEA-Level Stratification: LEAs were grouped based on size, ensuring proportional representation of both large and small districts.
 - Campus-Level Selection: Within each selected LEA, campuses were sampled based on grade span categories (e.g., Elementary, Middle, High).
 - Student-Level Selection:
 - A random selection of students receiving special education services was made from the sampled campuses.

- Each district had at least 100 students selected, maximizing the likelihood of receiving at least five survey responses per district.
- For smaller LEAs with fewer than 100 students, all eligible students were included in the sample.
- For larger LEAs, additional students and campuses were selected until the required sample size was met.

4. SAMPLE SIZE AND DISTRIBUTION

For the 2023-24 school year, the final student sample consisted of 100,021 students selected from 3,131 campuses across 385 LEAs.

- 43.8% (43,840 students) were enrolled in 16 of the state's largest LEAs (from 1,147 campuses).
- 56.2% (56,181 students) were enrolled in 369 smaller LEAs (from 1,984 campuses).

This sampling strategy ensured that while a higher proportion of students were included from larger LEAs to preserve statewide representativeness, smaller LEAs still had an adequate sample size to meet district-level reporting requirements.

5. ENSURING REPRESENTATIVENESS

The representativeness of the final sample was evaluated against the state's population of students receiving special education services.

- Demographic Comparisons: The sample's characteristics (e.g., race/ethnicity, disability type) were compared to statewide parameters to assess sampling bias.
- Adjustments for Small LEAs: To counterbalance demographic differences between small and large LEAs, sampling weights and adjustments were applied where needed.
- Minimizing Over- and Under-Representation:
 - While minor discrepancies were observed (e.g., over-representation of White students and under-representation of Hispanic students), the sample remained sufficiently representative for reliable statewide estimates.

6. RELIABILITY AND VALIDITY

To ensure the survey results are both valid and reliable, the following measures were taken:

- Precision of Estimates: The stratified design and careful selection rules enhance the accuracy and precision of estimates.
- Confidence Intervals: Reported confidence intervals reflect the degree of uncertainty in estimates, particularly for smaller subgroups.
- Follow-Up and Monitoring:
 - Extensive follow-up efforts and real-time response rate monitoring were conducted to improve participation rates.
 - These efforts ensured that the sample size was large enough for reliable results at both the state and district levels.

7. CONCLUSION

This methodology ensures that the 2023-24 Texas Parent Involvement Survey (SPPI 8) produces valid and reliable estimates of parental involvement in special education, as required by federal law.

The sampling design successfully balances statewide representativeness and district-level reporting needs, making it a robust approach for future survey cycles.

Survey Question	Yes / No
Was a survey used?	YES
If yes, is it a new or revised survey?	NO
If yes, provide a copy of the survey.	

Provide additional information about this indicator (optional)

For additional information about this indicator, visit the Texas Education Agency (TEA) webpage:

<https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>.

For more information on the methodology and results for SPPI 8, please view the Texas Parent Involvement Survey Report at:

https://www.spedtex.org/sites/spedtex.tea.texas.gov/files/2025-01/ACC_SPPI%208%20Survey%20Full%20Report%2023-24%20Survey%20Results.pdf.

8 - Prior FFY Required Actions

None

8 - OSEP Response

8 - Required Actions

Indicator 9: Disproportionate Representation

Instructions and Measurement

Monitoring Priority: Disproportionality

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))

Data Source

State’s analysis, based on State’s Child Count data collected under IDEA section 618, to determine if the disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification.

Measurement

Percent = [(# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State’s definition of “disproportionate representation.” Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Based on its review of the 618 data for the reporting year, describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum n and/or cell size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2023 reporting period (i.e., after June 30, 2024).

Instructions

Provide racial/ethnic disproportionality data for all children aged 5 who are enrolled in kindergarten and aged 6 through 21 served under IDEA, aggregated across all disability categories. Provide the actual numbers used in the calculation.

States are not required to report on underrepresentation.

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of districts totally excluded from the calculation as a result of this requirement because the district did not meet the minimum n and/or cell size for any racial/ethnic group.

Consider using multiple methods in calculating disproportionate representation of racial and ethnic groups to reduce the risk of overlooking potential problems. Describe the method(s) used to calculate disproportionate representation.

Provide the number of districts that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups identified with disproportionate representation of racial and ethnic groups in special education and related services and the number of those districts identified with disproportionate representation that is the result of inappropriate identification.

Targets must be 0%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State’s issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

9 - Indicator Data

Not Applicable

Select yes if this indicator is not applicable.

NO

Historical Data

Baseline Year	Baseline Data
2020	0.00%

FFY	2018	2019	2020	2021	2022
Target	0%	0%	0%	0%	0%
Data	0.00%	0.00%	0.00%	0.00%	0.00%

Targets

FFY	2023	2024	2025
Target	0%	0%	0%

FFY 2023 SPP/APR Data

Has the state established a minimum n and/or cell size requirement? (yes/no)

YES

If yes, the State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size. Report the number of districts excluded from the calculation as a result of the requirement.

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Number of districts with disproportionate representation of racial/ethnic groups in special education and related services	Number of districts with disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification	Number of districts that met the State's minimum n and/or cell size	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
25	0	916	0.00%	0%	0.00%	Met target	No Slippage

Were all races and ethnicities included in the review?

YES

Define "disproportionate representation." Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

The Texas Education Agency's (TEA's) definition of "disproportionate representation" refers to a local educational agency (LEA) exceeding the State-established risk ratio threshold of 2.5 in a single year as having disproportionate representation for children ages 5 and in kindergarten through 21 of racial/ethnic groups (American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, White, Two or more races). The TEA employs a risk ratio methodology requiring LEAs to meet the minimum size requirement (MSR) for both the numerator and the denominator. LEAs must meet the minimum n-size (denominator) of at least 30 students and a minimum cell size (numerator) of at least 10 students within the particular racial/ethnic groups. For LEAs meeting MSR, Rate #1 is calculated by dividing the number of children in special education from a race/ethnicity group (numerator) by the number of children in from a race/ethnicity group (denominator). Rate #2 is calculated by dividing the number of all other children in special education, except those children in the special education race/ethnicity group from the numerator of Rate #1 (numerator) by the number of all other children except those children in the race/ethnicity group from the denominator of Rate #1 (denominator). To increase precision, the quotient from both the first rate and the second rate are kept in their exact decimal form without rounding. The risk ratio is then calculated by dividing Rate #1 (numerator) by Rate #2 (denominator). The final risk ratio is then rounded to one decimal place. LEAs that exceed the risk ratio threshold of 2.5 are then categorized as having disproportionate representation of racial/ethnic groups for SPP indicator 9.

Describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification.

The State's annual determination of whether the disproportionate representation of racial and ethnic groups in special education was due to inappropriate identification involved a structured process. First, local educational agencies (LEAs) meeting the minimum size requirement (MSR) and exceeding the State-established risk ratio threshold of 2.5 in a single year were identified as having disproportionate representation. The Texas Education Agency (TEA) then sent the list of LEAs identified as having disproportionate representation to the state lead for the Legal Framework for the Child-Centered Special Education Process at ESC region 18 who TEA contracts with to maintain the Legal Framework website (<https://fw.escapps.net/>). The LEAs identified with disproportionate representation were contacted by the ESC and were required to upload their policies and operating procedures to the Legal Framework and review their policies, procedures, and practices to ensure compliance with federal and state rules and regulations concerning the identification of students with disabilities. LEAs then completed an assurance statement by logging into the Administration section of Legal Framework. This assurance statement served as a formal commitment by the LEA to adhere to appropriate identification practices. TEA utilized this process and ran reports to verify LEAs had fulfilled the requirement of uploading and reviewing policies and completing the attestation statement.

Provide additional information about this indicator (optional)

For detailed guidance and additional information on SPPI 9, please visit the Texas Education Agency (TEA) website at <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>.

Correction of Findings of Noncompliance Identified in FFY 2022

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

Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

9 - Prior FFY Required Actions

None

9 - OSEP Response

9 - Required Actions

Indicator 10: Disproportionate Representation in Specific Disability Categories

Instructions and Measurement

Monitoring Priority: Disproportionality

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))

Data Source

State’s analysis, based on State’s Child Count data collected under IDEA section 618, to determine if the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification.

Measurement

Percent = [(# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State’s definition of “disproportionate representation”. Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Based on its review of the section 618 data for the reporting year, describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a), (e.g., using monitoring data; reviewing policies, practices and procedures). In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum n and/or cell size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2023 reporting period (i.e., after June 30, 2024).

Instructions

Provide racial/ethnic disproportionality data for all children aged 5 who are enrolled in kindergarten and aged 6 through 21 served under IDEA. Provide these data at a minimum for children in the following six disability categories: intellectual disability, specific learning disabilities, emotional disturbance, speech or language impairments, other health impairments, and autism. If a State has identified disproportionate representation of racial and ethnic groups in specific disability categories other than these six disability categories, the State must include these data and report on whether the State determined that the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification. Provide the actual numbers used in the calculation.

States are not required to report on underrepresentation.

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of districts totally excluded from the calculation as a result of this requirement because the district did not meet the minimum n and/or cell size for any racial/ethnic group.

Consider using multiple methods in calculating disproportionate representation of racial and ethnic groups to reduce the risk of overlooking potential problems. Describe the method(s) used to calculate disproportionate representation.

Provide the number of districts that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups identified with disproportionate representation of racial and ethnic groups in specific disability categories and the number of those districts identified with disproportionate representation that is the result of inappropriate identification.

Targets must be 0%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State’s issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

10 - Indicator Data

Not Applicable

Select yes if this indicator is not applicable.

NO

Historical Data

Baseline Year	Baseline Data
2020	0.00%

FFY	2018	2019	2020	2021	2022
Target	0%	0%	0%	0%	0%

Data	0.00%	0.00%	0.00%	0.00%	0.00%
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Targets

FFY	2023	2024	2025
Target	0%	0%	0%

FFY 2023 SPP/APR Data

Has the state established a minimum n and/or cell size requirement? (yes/no)

YES

If yes, the State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size. Report the number of districts excluded from the calculation as a result of the requirement.

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Number of districts with disproportionate representation of racial/ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification	Number of districts that met the State's minimum n and/or cell size	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
85	0	639	0.00%	0%	0.00%	Met target	No Slippage

Were all races and ethnicities included in the review?

YES

Define "disproportionate representation". Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

The Texas Education Agency's (TEA's) definition of "disproportionate representation" refers to a local educational agency (LEA) exceeding the State-established risk ratio threshold of 2.5 in a single year as having disproportionate representation for children ages 5 and in kindergarten through 21 of racial/ethnic groups (American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, White, Two or more races) in specific disability categories (autism, intellectual disability, specific learning disability, emotional disturbance, speech or language impairment, other health impairment). The TEA employed a risk ratio methodology requiring LEAs meet the minimum size requirement (MSR) for both the numerator and the denominator. LEAs must meet the minimum n-size (denominator) of at least 30 students with disabilities served under IDEA in a particular racial/ethnic group and a minimum cell size (numerator) of at least 10 students with disabilities served under IDEA in a particular racial/ethnic group and specific disability category. For LEAs meeting MSR, Rate #1 was calculated by dividing the number of children in special education from a particular race/ethnicity group and specific disability category (numerator) by the number of children in special education from the same race/ethnicity group (denominator). Rate #2 was calculated by dividing the number of children in special education from all other race/ethnicity groups and the same specific disability category (numerator) by the number of children in special education from all other race/ethnicity groups (denominator). To increase precision, the quotient from the first rate and second rate were kept in their exact decimal form without rounding. The risk ratio was then calculated by dividing Rate #1 (numerator) by Rate #2 (denominator). The final risk ratio was then rounded to one decimal place. LEAs that exceed the risk ratio threshold of 2.5 were then categorized as having disproportionate representation of racial/ethnic groups in specific disability categories.

Describe how the State made its annual determination as to whether the disproportionate overrepresentation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification.

The State's annual determination of whether the disproportionate representation of racial/ethnic groups in specific disability categories in special education was due to inappropriate identification involved a structured process. First, local educational agencies (LEAs) that met the minimum size requirement (MSR) and exceeded the State-established risk ratio threshold of 2.5 in a single year were identified as having disproportionate representation. The Texas Education Agency (TEA) then sent the list of LEAs identified as having disproportionate representation to the state lead for the Legal Framework for the Child-Centered Special Education Process at ESC region 18 who TEA contracts with to maintain the Legal Framework website (<https://fw.escapps.net/>). LEAs identified with disproportionate representation were contacted by the ESC and were required to upload their policies and operating procedures to the Legal Framework. The LEA was then required to review their policies, procedures, and practices to ensure compliance with federal and state rules and regulations concerning the identification of students with disabilities. LEAs then completed an assurance statement by logging into the Administration section of Legal Framework. This assurance statement served as a formal commitment by the LEA to adhere to appropriate identification practices. TEA utilized this process to verify LEAs had fulfilled the requirement of uploading and reviewing policies and completing the attestation statement.

Provide additional information about this indicator (optional)

For detailed guidance and additional information on SPPI 10, please visit the Texas Education Agency (TEA) website at <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>.

Correction of Findings of Noncompliance Identified in FFY 2022

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

Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

10 - Prior FFY Required Actions

None

10 - OSEP Response

10 - Required Actions

Indicator 11: Child Find

Instructions and Measurement

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))

Data Source

Data to be taken from State monitoring or State data system and must be based on actual, not an average, number of days. Indicate if the State has established a timeline and, if so, what is the State's timeline for initial evaluations.

Measurement

a. # of children for whom parental consent to evaluate was received.

b. # of children whose evaluations were completed within 60 days (or State-established timeline).

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

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

Instructions

If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Note that under 34 CFR §300.301(d), the timeframe set for initial evaluation does not apply to a public agency if: (1) the parent of a child repeatedly fails or refuses to produce the child for the evaluation; or (2) a child enrolls in a school of another public agency after the timeframe for initial evaluations has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability. States should not report these exceptions in either the numerator (b) or denominator (a). If the State-established timeframe provides for exceptions through State regulation or policy, describe cases falling within those exceptions and include in b.

Targets must be 100%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

11 - Indicator Data

Historical Data

Baseline Year	Baseline Data
2007	89.19%

FFY	2018	2019	2020	2021	2022
Target	100%	100%	100%	100%	100%
Data	99.05%	98.63%	93.55%	95.86%	96.28%

Targets

FFY	2023	2024	2025
Target	100%	100%	100%

FFY 2023 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 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
175,745	170,973	96.28%	100%	97.28%	Did not meet target	No Slippage

Number of children included in (a) but not included in (b)

4,772

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

Out of the 175,745 completed initial evaluations, 4772 (2.72%) did not meet the state-established timeline. Of these, 3,010 evaluations (63.1%) were completed within a range of 1 to 30 days past the deadline, and 1,762 evaluations (36.9%) exceeded the timeline by 31 or more days. The most frequently cited reason by local educational agency (LEAs) for these delays was a "Lack of Available Personnel." Other delay reasons included parent delays, scheduling delays, issues with contracted personnel, and delay agreements.

Indicate the evaluation timeline used:

The State established a timeline within which the evaluation must be conducted

What is the State's timeline for initial evaluations? If the State-established timeframe provides for exceptions through State regulation or policy, describe cases falling within those exceptions and include in (b).

The state-established timeline for initial evaluations for a child considered potentially eligible for special education services under Part B is described below (for the full legal text, see 19 TAC 89.1011).

Parental Consent: The timeline for the initial evaluation begins when the local educational agency (LEA) receives signed, written consent from the child's parent

Initial Evaluation Timeline: Texas Administrative Code Title 19, Chapter 89, Subchapter AA, §89.1011 mandates a full individual initial evaluation must be completed no later than the 45th school day after written consent is received, with an extension for student absences or other conditions specified in 19 TAC 89.1011

Eligibility Determination Timeline: The Admission, Review, and Dismissal (ARD) committee must make eligibility, IEP, and placement decisions within 30 calendar days after the initial evaluation report is completed

Exceptions to Timelines:

- End-of-Year Exception: If consent is given late in the school year, the evaluation report is due by June 30th, and the ARD committee meeting to consider the evaluation must happen within the first 15 school days of the next school year
- Inter-District Transfer Exception: If a student moves districts during an evaluation, the new district must coordinate with the previous one to complete the evaluation as expeditiously as possible
- Definition of School Day: For the purposes of evaluation timelines, a "school day" does not include days after the last instructional day of spring and before the first day of the subsequent fall term. Attendance is defined in relation to the school's official attendance-taking time.

The state-established timeline for the SPPI 11 initial evaluation process is comprehensively depicted in the Texas Student Data System (TSDS) Child Find collection flowchart: <https://tea.texas.gov/academics/special-student-populations/review-and-support/child-find-sppi-11-flowchart.pdf>

What is the source of the data provided for this indicator?

State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.

To fulfill the reporting requirements for SPPI 11, the following method and procedures are used for data collection:

Data Collection Database:

- Texas Student Data System (TSDS): Data for SPPI 11 are collected from local educational agencies (LEAs) through the state database called the Operational Data Store (ODS). The TSDS Child Find collection is used for collecting student-level data for both SPPI 11 and SPPI 12

Data Standards Compliance:

- All LEAs must comply with data standards as per 19 TAC §61.1025(b)(3) to ensure the integrity of data submitted to the Texas Education Agency (TEA)

Data Collection Standards:

- TSDS Child Find Collection: Implemented in the 2021-2022 school year, this data collection is in its third year, standardizing the collection of student level data, compliance calculations, and analyses across the state

Data Standard Guidelines:

- The data standards, timelines, and validation rules are specified and accessible on the TSDS Web-Enabled Data Standards (TWEDS) website: <https://tealprod.tea.state.tx.us/TWEDS/103/542/0/0/DataSubmission/TimeLine>

Data Submission Timeline for FFY 2023:

- Eligibility Determination Date Range: Includes children who underwent an initial evaluation and for whom an eligibility determination was completed within the timeframe of July 1, 2023, to June 30, 2024
- Process: LEAs maintain Child Find data in third party software applications such as their student information system (SIS). XML data files are

generated through this third-party software application and load loaded to the state database via the eScholar Data Manager (eDM).

Data Upload Procedure:

- Initial Loading: Data loading to the Operational Data Store (ODS) began on August 7, 2023, through eScholar Data Manager (eDM)
- Promotion and Validation: Promotion of data to the TSDS Child Find data collection started on September 11, 2023, with a requirement to correct all fatal validation errors

Final Data Submission Requirements:

- Deadline: All LEAs must resolve validation errors and complete their TSDS Child Find submission by July 25, 2024, at 11:59 PM
- Verification: Completing the submission signifies the LEA's affirmation of the accuracy of the data reported through the requirement that all fatal data validation errors have been corrected
- Deadline Compliance: LEAs that submit data by the deadline but require corrections, or those that miss the deadline, must file a submission extension request
- Late Submission Protocol: LEAs must submit and gain approval for up to 5 business days following the deadline for a "Data Submission Extension" that allows for an additional 3 business days to submit data. The process LEAs used to request a data submission extension for FFY 2023 is detailed in the document titled 'Requesting a Data Submission Extension (SY 2023-24),' available at <https://tea.texas.gov/academics/special-student-populations/special-education/lea-data-submission-extension-request-sy-2023-24.pdf>.
- Accountability Measures: LEAs that fail to meet the timely data submission requirement are noted in the annual federal LEA special education determination reports

Data Submission Support for LEAs:

- Initial Support: LEAs contact their regional ESC Child Find Champion for assistance with data submissions. Training and Certification: ESC Child Find Champions are trained and certified by TSDS trainers to support LEAs.
- Escalation Process: Issues not resolved by Champions are escalated to TEA via the TSDS Incident Management System (TIMS) for further expert support

Provide additional information about this indicator (optional)

For detailed guidance and additional information on SPPI 11, please visit the Texas Education Agency (TEA) website at <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>.

Correction of Findings of Noncompliance Identified in FFY 2022

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
116	111	4	1

FFY 2022 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

The Texas Education Agency's (TEA's) Department of General Supervision and Monitoring, in the Office of Special Populations and Student Supports, notified 116 local educational agencies (LEAs) of noncompliance with Federal fiscal year (FFY) 2022 SPPI 11 with due dates for the completion of corrective action plans (CAPs) one year after the date of the noncompliance findings. TEA required 5 LEAs to submit an updated CAP when uncorrected noncompliance was found after the initial one-year timeline. Monitoring staff in the Division of Review and Support reviewed the CAP, updated data, and completed documentation to determine if the LEA was implementing the appropriate regulatory requirements and had corrected any noncompliance findings.

TEA took the following actions for each LEA:

- LEAs policies and procedures were reviewed
- The correspondence where noncompliance was identified was reviewed
- The Special Education Correspondence and Dispute Resolution Management System (CDRMS) application was reviewed for any substantiated findings in the same regulatory requirement
- Scheduled phone conferences with the LEA
- Requested evidence of training by requiring the LEA to submit agendas and sign in sheets for each individual case of noncompliance
- Completed progress check ins (monthly reviews) held with the LEA to discuss progress towards meeting noncompliance goals and offer technical assistance and support where appropriate and available
- Created a timeline for submissions and planned out the process based on their needs, as well as meeting the federal one-year timeline
- Followed up with two modes of communication with the LEA via email summarizing the conversation and provided LEA resources including Steps Required to Correct Noncompliance, the Noncompliance Verification Rubric, and provided an opportunity for questions and support
- Collected and organized all documentation as evidence

After receiving the requested documentation for the noncompliance finding, all documentation was reviewed, and a determination was made whether compliance had been met. This determination showed that 111 of the identified LEAs corrected the noncompliance found within one year of the initial notification of noncompliance and are correctly implementing the specific regulatory requirements based on a review of additional records subsequently collected through monitoring (systemic compliance) and has corrected each individual case of child-specific noncompliance, unless the child is no longer within the jurisdiction of the LEA. Of the remaining 5 LEAs, 4 were verified to have subsequently corrected the noncompliance after the initial one-year timeline. Lastly, the TEA verified that no outstanding corrective action existed regarding complaints or due process hearing decisions for children at these LEAs.

Describe how the State verified that each individual case of noncompliance was corrected

116 local educational agencies (LEAs) were required to submit student-level data specific to each finding of noncompliance. Monitoring staff in the Division of Review and Support reviewed the updated data and documentation to determine if each case individual case of noncompliance was corrected and to verify whether systemic corrections were made to ensure the LEA was implementing the appropriate regulatory requirements for SPPI 11.

The Texas Education Agency (TEA) took the following actions for each LEA:

- Reviewed the correspondence where noncompliance was identified
- Requested student level evidence of correction for each individual case of noncompliance, records showing evidence of IEP correction and compensatory services discussed and/or offered, and reviewed documentation to ensure correction at the student level

- Cross-referenced with the Special Education Correspondence and Dispute Resolution Management System application for any substantiated findings that should be considered when reviewing student level information for the LEA
- Scheduled phone conferences with the LEA
- Requested evidence of training by requiring the LEA to submit agendas and sign-in sheets for each individual case of noncompliance
- Completed progress check-ins with the LEA to discuss progress toward meeting noncompliance goals and offer technical assistance or support, where appropriate
- Created a timeline for submissions and planned out the process based on their needs, as well as meeting the federal one-year timeline
- Followed up with two modes of communication with the LEA via email summarizing the conversation, provided the LEA with the "LEA Steps Required to Correct Noncompliance, Noncompliance Verification Rubric," and provided an opportunity for questions and support
- Collected and organized all documentation as evidence

After receiving all the requested documentation for the citation(s), all documentation was reviewed, and a determination was made whether compliance had been met. The TEA verified that 111 of the identified LEAs with corrected noncompliance reflected in the updated student-level data the TEA reported for this indicator has completed the required action with 100% compliance within one year of the initial notification of noncompliance, unless the child was no longer within the jurisdiction of the LEA consistent with QA 23-01. Of the 5 remaining LEAs, 4 were verified to have subsequently corrected the noncompliance after the initial one-year timeline. In cases of student-level noncompliance related to timely initial evaluation, LEAs provided documentation of IEP correction, including but not limited to discussion and/or provision of compensatory services, unless the child was no longer within the jurisdiction of the LEA consistent with QA 23-01.

FFY 2022 Findings of Noncompliance Not Yet Verified as Corrected

Actions taken if noncompliance not corrected

The Texas Education Agency (TEA) remains engaged with one local educational agency (LEA) regarding its status of continued noncompliance for SPPI 11 from Federal fiscal year (FFY) 2022. Directives were given to the LEA to update its corrective action plan (CAP) and participate in additional monitoring requirements. This LEA continues to participate in escalated monitoring activities which include:

- increased direct support from technical assistance providers, specifically addressing internal challenges the LEA is facing due to ongoing evaluation staff shortages
- increased engagement with TEA designated regional support specialist establishing timelines and next steps
- tailored support meetings to discuss specific technical assistance to address both internal and external challenges regarding the LEA's compliance through state and national resource use and strategy implementation

Once TEA is assured through data and other monitoring observations this LEA is correctly implementing the regulatory requirements, the LEA finding will be determined to be corrected and closed accordingly.

The Interventions and Sanctions Coordinator meets with LEA at minimum of once per month. During those meetings, the following took place:

- Review of the LEA's progress toward completion
- Discuss obstacles for the LEA completing the Correction for Continued Noncompliance (CNC) phases
- Discuss focused technical assistance for the LEA
- Discuss what the LEA will work on for the following meeting
- Discuss phases of CNC needing to be completed The CNC phases include the following:
 - Phase I Provide Evidence of Policies and Procedures: The LEA must address all identified areas of noncompliance and ensure that its policies and procedures align with IDEA and state rules and regulations
 - Phase II Provide Evidence of Self-Monitoring System: The LEA must develop a process that allows for self-monitoring in the identified areas of noncompliance
 - Phase III Provide Evidence of Professional Development: The LEA must provide evidence of training for appropriate staff in the areas where noncompliance was identified
 - Phase IV Provide Evidence of Student-Specific Corrections: The LEA must provide evidence that noncompliance has been corrected for each student currently enrolled at the LEA
 - Phase V: Provide Evidence of Systemic Compliance: Once all documentation is submitted and the LEA provides all required evidence of compliance, TEA will notify the LEA that it has been cleared of its CNC status.

Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
FFY 2021	4	3	1
FFY 2020	1	1	0

FFY 2021

Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

A comprehensive data audit and verification process conducted for SPPI 11, as part of the implementation of the new SPPI 18 indicator, identified an issue of early reporting. This audit involved a systematic review of submission timelines, verification records, and compliance correction data to ensure alignment with federal reporting requirements. Through this process, discrepancies in the sequencing of reported findings of noncompliance were detected, revealing that findings intended for the FFY 2022 SPP/APR submission had been incorrectly reported in the FFY 2021 submission.

In the FFY 2021 SPP/APR submission on February 1, 2023, findings were prematurely reported one year early, including 162 findings of noncompliance identified in FFY 2020. Of these, 161 findings were verified as corrected within one year (by October 20, 2022), while one finding remained unverified. However, the correct reporting sequence required these data to be included in the FFY 2022 SPP/APR submission on February 1, 2024, since the

findings of noncompliance were actually identified in FFY 2021.

Under the correct reporting protocol, the FFY 2022 submission would have reflected the same 162 findings of noncompliance, with 161 verified as corrected within one year and one still unverified. A multi-staff quality assurance manual review of the data was conducted and verified the 161 findings of noncompliance.

This reporting error caused a delay in compliance verification, compromising the accuracy of long-term performance tracking. The findings underscore the importance of precise guidance (as now stated in the SPPI 18 Measurement Table and adherence to FFY reporting timelines to ensure accurate data representation in federal compliance monitoring and public reporting.

Describe how the State verified that each individual case of noncompliance was corrected

162 local educational agencies (LEAs) were required to submit student-level data specific to each finding of noncompliance. Monitoring staff in the Division of Review and Support reviewed the updated data and documentation to determine if each case individual case of noncompliance was corrected and to verify whether systemic corrections were made to ensure the LEA was implementing the appropriate regulatory requirements for SPPI 11.

The Texas Education Agency (TEA) took the following actions for each LEA:

- Reviewed the correspondence where noncompliance was identified
- Requested student level evidence of correction for each individual case of noncompliance, records showing evidence of IEP correction and compensatory services discussed and/or offered, and reviewed documentation to ensure correction at the student level
- Cross-referenced with the Special Education Correspondence and Dispute Resolution Management System application for any substantiated findings that should be considered when reviewing student level information for the LEA
- Scheduled phone conferences with the LEA
- Requested evidence of training by requiring the LEA to submit agendas and sign-in sheets for each individual case of noncompliance
- Completed progress check-ins with the LEA to discuss progress toward meeting noncompliance goals and offer technical assistance or support, where appropriate
- Created a timeline for submissions and planned out the process based on their needs, as well as meeting the federal one-year timeline
- Followed up with two modes of communication with the LEA via email summarizing the conversation, provided the LEA with the "LEA Steps Required to Correct Noncompliance, Noncompliance Verification Rubric," and provided an opportunity for questions and support
- Collected and organized all documentation as evidence

After receiving all the requested documentation for the citation(s), all documentation was reviewed, and a determination was made whether compliance had been met. The TEA verified that 161 of the identified LEAs with corrected noncompliance reflected in the updated student-level data the TEA reported for this indicator has completed the required action with 100% compliance within one year of the initial notification of noncompliance, unless the child was no longer within the jurisdiction of the LEA consistent with QA 23-01. In cases of student-level noncompliance related to timely initial evaluation, LEAs provided documentation of IEP correction, including but not limited to discussion and/or provision of compensatory services, unless the child was no longer within the jurisdiction of the LEA consistent with QA 23-01.

FFY 2021

Findings of Noncompliance Not Yet Verified as Corrected

Actions taken if noncompliance not corrected

The Texas Education Agency (TEA) remains engaged with one local educational agency (LEA) regarding its status of continued noncompliance for SPPI 11 from Federal fiscal year (FFY) 2022. Directives were given to the LEA to update its corrective action plan (CAP) and participate in additional monitoring requirements. This LEA continues to participate in escalated monitoring activities which include:

- increased direct support from technical assistance providers, specifically addressing internal challenges the LEA is facing due to ongoing evaluation staff shortages
- increased engagement with TEA designated regional support specialist establishing timelines and next steps
- tailored support meetings to discuss specific technical assistance to address both internal and external challenges regarding the LEA's compliance through state and national resource use and strategy implementation

Once TEA is assured through data and other monitoring observations this LEA is correctly implementing the regulatory requirements, the LEA finding will be determined to be corrected and closed accordingly.

The Interventions and Sanctions Coordinator meets with LEA at minimum of once per month. During those meetings, the following took place:

- Review of the LEA's progress toward completion
 - Discuss obstacles for the LEA completing the Correction for Continued Noncompliance (CNC) phases
 - Discuss focused technical assistance for the LEA
 - Discuss what the LEA will work on for the following meeting
-
- Discuss phases of CNC needing to be completed The CNC phases include the following:
 - Phase I Provide Evidence of Policies and Procedures: The LEA must address all identified areas of noncompliance and ensure that its policies and procedures align with IDEA and state rules and regulations
 - Phase II Provide Evidence of Self-Monitoring System: The LEA must develop a process that allows for self-monitoring in the identified areas of noncompliance
 - Phase III Provide Evidence of Professional Development: The LEA must provide evidence of training for appropriate staff in the areas where noncompliance was identified
 - Phase IV Provide Evidence of Student-Specific Corrections: The LEA must provide evidence that noncompliance has been corrected for each student currently enrolled at the LEA
 - Phase V: Provide Evidence of Systemic Compliance: Once all documentation is submitted and the LEA provides all required evidence of compliance, TEA will notify the LEA that it has been cleared of its CNC status.

FFY 2020

Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

A comprehensive data audit and verification process conducted for SPPI 11, as part of the implementation of the new SPPI 18 indicator, identified an issue of early reporting. This audit involved a systematic review of submission timelines, verification records, and compliance correction data to ensure alignment with federal fiscal year (FFY) reporting requirements. Discrepancies in the sequencing of reported findings of noncompliance were detected,

revealing findings intended for the FFY 2021 SPP/APR submission had been incorrectly reported in the FFY 2020 submission.

In the FFY 2020 SPP/APR submission on February 1, 2022, findings were prematurely reported one year early, including 51 findings of noncompliance identified in FFY 2019. Of these, 50 findings were verified as corrected within one year (by October 19, 2021), while one finding remained unverified. However, the correct reporting sequence required these data to be included in the FFY 2021 SPP/APR submission on February 1, 2023, since the findings of noncompliance were actually identified in FFY 2020.

Under the correct reporting protocol, the FFY 2021 submission would have reflected 50 findings of noncompliance, with 50 verified as corrected within one year. Additionally, in the accurate submission, no findings would have remained unverified, as the relevant LEA (charter school) had ceased to exist. The 1 LEA did not exist at the time of the reporting and the finding was based on data validity rather than the measurement of indicator 11. A multi-staff quality assurance manual review of the data was conducted and verified the 50 findings of noncompliance.

This reporting error caused a delay in compliance verification, compromising the accuracy of long-term performance tracking. The findings underscore the importance of precise guidance (as now stated in the SPPI 18 Measurement Table and adherence to FFY reporting timelines to ensure accurate data representation in federal compliance monitoring and public reporting.

Describe how the State verified that each *individual case of noncompliance* was corrected

51 local educational agencies (LEAs) were required to submit student-level data specific to each finding of noncompliance. Monitoring staff in the Division of Review and Support reviewed the updated data and documentation to determine if each case individual case of noncompliance was corrected and to verify whether systemic corrections were made to ensure the LEA was implementing the appropriate regulatory requirements for SPPI 11.

The Texas Education Agency (TEA) took the following actions for each LEA:

- Reviewed the correspondence where noncompliance was identified
- Requested student level evidence of correction for each individual case of noncompliance, records showing evidence of IEP correction and compensatory services discussed and/or offered, and reviewed documentation to ensure correction at the student level
- Cross-referenced with the Special Education Correspondence and Dispute Resolution Management System application for any substantiated findings that should be considered when reviewing student level information for the LEA
- Scheduled phone conferences with the LEA
- Requested evidence of training by requiring the LEA to submit agendas and sign-in sheets for each individual case of noncompliance
- Completed progress check-ins with the LEA to discuss progress toward meeting noncompliance goals and offer technical assistance or support, where appropriate
- Created a timeline for submissions and planned out the process based on their needs, as well as meeting the federal one-year timeline
- Followed up with two modes of communication with the LEA via email summarizing the conversation, provided the LEA with the "LEA Steps Required to Correct Noncompliance, Noncompliance Verification Rubric," and provided an opportunity for questions and support
- Collected and organized all documentation as evidence

After receiving all the requested documentation for the citation(s), all documentation was reviewed, and a determination was made whether compliance had been met. The TEA verified that 50 of the identified LEAs with corrected noncompliance reflected in the updated student-level data the TEA reported for this indicator has completed the required action with 100% compliance within one year of the initial notification of noncompliance, unless the child was no longer within the jurisdiction of the LEA consistent with QA 23-01. The remaining 1 LEA was verified to have closed prior to the data submission (i.e., no numerator or denominator reported), and therefore, no corrective action is outstanding. In cases of student-level noncompliance related to timely initial evaluation, LEAs provided documentation of IEP correction, including but not limited to discussion and/or provision of compensatory services, unless the child was no longer within the jurisdiction of the LEA consistent with QA 23-01.

11 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. In addition, the State must demonstrate, in the FFY 2023 SPP/APR, that the remaining four uncorrected findings of noncompliance identified in FFY 2021 and the one remaining uncorrected finding of noncompliance identified in FFY 2020 were corrected. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each LEA with findings of noncompliance identified in FFY 2022 and each LEA with remaining noncompliance identified in FFY 2021 and in FFY 2020: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

Response to actions required in FFY 2022 SPP/APR

Local educational agencies (LEAs) with noncompliance for FFY 2022 have been verified as corrected or in progress as described in "FFY 2022 Findings of Noncompliance Verified as Corrected" and "FFY 2022 Findings of Noncompliance Not Yet Verified as Corrected" sections for SPPI 11, as well as the relevant sections pertaining to prior-year uncorrected noncompliance from FFY 2020 and FFY 2021. The description regarding how the State verified LEAs are appropriately implementing specific regulatory requirements and addressing each individual case of noncompliance has been included in the appropriate sections above for SPPI 11.

11 - OSEP Response

11 - Required Actions

Because the State reported less than 100% compliance for FFY 2023, the State must report on the status of correction of noncompliance identified in FFY 2023 for this indicator. In addition, the State must demonstrate, in the FFY 2024 SPP/APR, that the remaining one uncorrected finding of noncompliance identified in FFY 2022, and the remaining one finding identified in FFY 2021 were corrected. When reporting on the correction of noncompliance, the State must report, in the FFY 2024 SPP/APR, that it has verified that each LEA with findings of noncompliance identified in FFY 2023 and each LEA with remaining noncompliance identified in FFY 2022 and 2021: (1) is correctly implementing the specific regulatory requirements

(i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01. In the FFY 2024 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2023, although its FFY 2023 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2023. If the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding, the explanation must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

Indicator 12: Early Childhood Transition

Instructions and Measurement

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))

Data Source

Data to be taken from State monitoring or State data system.

Measurement

- a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
- e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.
- f. # of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.

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

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

Instructions

If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data and if data are from the State's monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Targets must be 100%.

Category f is to be used only by States that have an approved policy for providing parents the option of continuing early intervention services beyond the child's third birthday under 34 CFR §303.211 or a similar State option.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

12 - Indicator Data

Not Applicable

Select yes if this indicator is not applicable.

NO

Historical Data

Baseline Year	Baseline Data
2007	77.00%

FFY	2018	2019	2020	2021	2022
Target	100%	100%	100%	100%	100%
Data	99.47%	97.26%	92.27%	97.66%	98.04%

Targets

FFY	2023	2024	2025
Target	100%	100%	100%

FFY 2023 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	9,629
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	871
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	7,837
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.	120
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	477
f. Number of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.	0

Measure	Numerator (c)	Denominator (a-b-d-e-f)	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
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.	7,837	8,161	98.04%	100%	96.03%	Did not meet target	Slippage

Provide reasons for slippage, if applicable

For Federal fiscal year (FFY) 2023, the Texas Education Agency (TEA) saw a 35.2% increase (2,507 more than the 7,122 reported for FFY 2022) in the number of children who were served in Part C and referred to Part B for Part B eligibility determination. At the same time, Texas local educational agencies (LEAs) reported a 20% reduction in the number of referrals excluded from the Indicator 12 calculation for non-eligibility, parent refusal, or referral to Part C less than 90 days before the third birthday. In net effect, there was a statewide increase in the number of referrals evaluated for Indicator 12 compliance (denominator) of 54.1% from FFY 2022 to FFY 2023. Of the children served in Part C and referred to Part B for eligibility determination whose IEPs were not developed and implemented by their third birthdays, more than half (55.2%) experienced delays in evaluation, while almost all (98.8%) had delays in their eligibility determinations. In turn, most late eligibility determinations were attributed to referrals from Part C occurring less than 90 days before the child's third birthday, internal scheduling delays, and lack of available personnel. As such, likely reasons for slippage include:

- A sharp increase statewide in the number of children served in Part C and referred to Part B for eligibility determination
- A lag in local LEAs' ability to increase evaluative capacity in response to that increase
- Inefficiencies in the communications and collaborations between Part C providers and local LEAs

Number of children who served in Part C and referred to Part B for eligibility determination that are not included in b, c, d, e, or f

324

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

Local educational agencies (LEAs) reported a total of 9629 children in the Texas Student Data System (TSDS) Child Find collection for SPPI 12 who were served in Part C and referred to an LEA as being potentially eligible for Part B services when they turned 3 years old with a completed initial evaluation and eligibility determination. Children who received early childhood intervention (ECI) services under Part C less than 90 days before their third birthdays were subtracted out of SPPI 12 because of Measurement Item "c" and had their compliance calculated under SPPI 11. A total of 324 children were identified with noncompliance for SPPI 12 resulting from untimely initial evaluations and/or eligibility determination. Of these, 281 were ultimately found eligible for Part B, early childhood special education services (ECSE), but had their IEP developed and implemented after their third birthdays; 43 were ultimately found ineligible for Part B, early childhood special education services (ECSE), but their eligibility determinations were completed after their third birthdays. Of the 324 children, 112 children had their IEP developed and implemented between 1 to 30 days beyond their third birthdays, whereas a total of 212 children had their IEP developed and implemented 31 or more days beyond their third birthdays. The most frequently cited reasons by LEAs for these delays among noncompliant transitions were late Part C referrals (less than 90 days before the child's third birthday) and scheduling delays. Other delay reasons included parent delays, lack of available personnel, issues with contracted personnel, and delay agreements.

Attach PDF table (optional)
What is the source of the data provided for this indicator?

State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.

The Texas Education Agency (TEA) collects early childhood transition data for SPPI 12 through the Texas Student Data System (TSDS), specifically using the TSDS Child Find collection within the Operational Data Store (ODS). This standardized, student-level data collection system, implemented in the 2021-2022 school year, ensures consistent compliance calculations and analyses across the state.

The data collection procedures include:

1. Local educational agencies (LEAs) maintain Child Find data in their local student information systems (SIS)
2. XML data files are generated through these third-party software applications
3. Files are loaded to the state database via the eScholar Data Manager (eDM) beginning on August 7, 2023
4. Data are promoted to the TSDS Child Find collection starting on September 11, 2023
5. LEAs review district and student level reports to inspect, investigate, and address Special Warnings (SWs) and Fatal Errors (Fs), ensuring valid and reliable data

6. LEAs must clear Fatal Errors and "Complete" their TSDS Child Find submission by the deadline (July 25, 2024), ensuring timely submission

7. LEAs that do not "Complete" their TSDS Child Find submission by the deadline, or LEAs that "Complete" by the submission deadline, but then need to make changes must submit and gain approval for up to 5 business days following the deadline for a "Data Submission Extension" that allows for an additional 3 business days to submit data. The process LEAs used to request a data submission extension for FFY 2023 is detailed in the document titled "Requesting a Data Submission Extension (SY 2023-24)," available at <https://tea.texas.gov/academics/special-student-populations/special-education/lea-data-submission-extension-request-sy-2023-24.pdf>.

Within these procedures, the collection period captures data on children who received early childhood intervention (ECI) services and were referred to LEAs for initial evaluation and eligibility determination. Only children are included with eligibility determination dates from July 1, 2023, to June 30, 2024, and who have an ORIGINAL-ECI-SERVICES-DATE.

To ensure data quality and support LEAs in their data submission:

- The data and reporting unit within the Office of Special Populations and Student Supports (OSPSS) at the TEA publishes To the Administrator Addressed (TAA) letters notifying LEAs and ESCs of both the opening and closing of the TSDS Child Find collection. These letters serve as official communication from the TEA about important messages of interest for LEAs and education service centers (ESCs).
- Following a hierarchical training structure (TEA ? ESC ? LEA), TEA primarily provides training and guidance to ESC Child Find Champions who are certified by TSDS trainers to provide front-line support to LEAs. The ESCs, in turn, train key staff at LEAs. The LEA trainers then train other LEA staff.
- LEAs and ESCs can access resources and guidance documents on the SPPI 12 webpage, Texas SPED Support website, and by directly emailing either the special education technical assistance team or the data and reporting unit
- Technical support is available through the TSDS Incident Management System (TIMS), powered by the JIRA tracking system, requiring LEAs to submit TIMS tickets to resolve specific data submission technical issues
- LEAs and ESCs can access technical resources in TIMS by searching the Knowledge Base (KB) for assistance
- TEA coordinates with regional ESCs to support LEAs that have not completed or started their submissions during the last two weeks before the data submission deadline
- The TSDS Web-Enabled Data Standards (TWEDS) website provides information about data standards, as required by 19 TAC §61.1025(b)(3), data validation rules, and data submission timelines for LEAs

Through this comprehensive data collection system and multi-tiered support structure, the TEA ensures accurate and timely collection of early childhood transition data for SPPI 12.

Provide additional information about this indicator (optional)

For detailed guidance and additional information on SPPI 12, please visit the Texas Education Agency (TEA) website at <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>.

Correction of Findings of Noncompliance Identified in FFY 2022

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
7	7	0	0

FFY 2022 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

The Texas Education Agency's (TEA's) Department of General Supervision and monitoring, in the Office of Special Populations and Student Supports, notified 7 local educational agencies (LEAs) of noncompliance with Federal fiscal year (FFY) 2022 SPPI 12 with due dates for corrective action plans (CAPs) one year after the date of the noncompliance findings. TEA required LEAs to submit a CAP if noncompliance was found. Monitoring staff in the Division of Review and Support reviewed the CAP, updated data, and created documentation to determine if the LEA was implementing the appropriate regulatory requirements and had corrected any noncompliance findings.

TEA took the following actions for each LEA:

- LEAs policies and procedures were reviewed
- The correspondence where noncompliance was identified was reviewed
- The Special Education Correspondence and Dispute Resolution Management System (CDRMS) application was reviewed for any substantiated findings in the same regulatory requirement
- Scheduled phone conferences with the LEA
- Requested evidence of training by requiring the LEA to submit agendas and sign in sheets for each individual case of noncompliance
- Completed progress check ins (monthly reviews) held with the LEA to discuss progress towards meeting noncompliance goals and offer technical assistance and support where appropriate and available
- Created a timeline for submissions and planned out the process based on their needs, as well as meeting the federal one-year timeline

TEA staff followed up with two modes of communication with the LEA via email summarizing the conversation and provided LEA resources including:

- Steps Required to Correct Noncompliance, the Noncompliance Verification Rubric, and provided an opportunity for questions and support
- Collected and organized all documentation as evidence

After receiving the requested documentation for the noncompliance finding, all documentation was reviewed, and a determination was made whether compliance had been met. This determination showed that each of these 7 LEAs had timely corrected the identified noncompliance based on a review of additional updated records subsequently collected through monitoring (systemic compliance) and has corrected each individual case of child-specific noncompliance, unless the child is no longer within the jurisdiction of the LEA.

The TEA has verified that each LEA with corrected noncompliance reflected in the updated data the TEA collected for this indicator is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance with the relevant IDEA requirements).

Lastly, the State verified that no outstanding corrective action existed regarding complaints or due process hearing decisions for children at these LEAs.

Describe how the State verified that each individual case of noncompliance was corrected

7 local educational agencies (LEAs) with Federal fiscal year (FFY) 2022 SPPI 12 noncompliance were required to submit student-level data specific to each finding of noncompliance. Monitoring staff in the Division of Review and Support reviewed the updated data and documentation to determine if each case individual case of noncompliance was corrected and to verify whether systemic corrections were made to ensure the LEA was implementing the appropriate regulatory requirements for SPPI 12.

The Texas Education Agency (TEA) took the following actions for each LEA:

- Reviewed the correspondence where noncompliance was identified
- Requested student level evidence of correction for each individual case of noncompliance, records showing evidence of IEP correction and compensatory services discussed and/or offered, and reviewed documentation to ensure correction at the student level
- Cross-referenced with the Special Education Correspondence and Dispute Resolution Management System application for any substantiated findings that should be considered when reviewing student level information for the LEA
- Scheduled phone conferences with the LEA
- Requested evidence of training by requiring the LEA to submit agendas and sign-in sheets for each individual case of noncompliance
- Completed progress check-ins with the LEA to discuss progress toward meeting noncompliance goals and offer technical assistance or support, where appropriate
- Created a timeline for submissions and planned out the process based on their needs, as well as meeting the federal one-year timeline.
- Followed up with two modes of communication with the LEA via email summarizing the conversation, provided the LEA with the "LEA Steps Required to Correct Noncompliance, Noncompliance Verification Rubric," and provided an opportunity for questions and support
- Collected and organized all documentation as evidence

After receiving all the requested documentation for the citation(s), all documentation was reviewed, and a determination was made whether compliance had been met. The TEA verified that each of the 7 LEAs with corrected noncompliance reflected in the data the TEA reported for this indicator has completed the required action with 100% compliance unless the child was no longer within the jurisdiction of the LEA consistent with QA 23-01. In cases of student-level noncompliance related to early childhood transitions, LEAs provided documentation of IEP correction, including but not limited to discussion and/or provision of compensatory services.

Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

12 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2022 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

Response to actions required in FFY 2022 SPP/APR

All local educational agencies (LEAs) with noncompliance for Federal fiscal year (FFY) 2022 have been verified as corrected as described in "FFY 2022 Findings of Noncompliance Verified as Corrected" section for SPPI 12. The description regarding how the state verified LEAs are appropriately implementing specific regulatory requirements and addressing each individual case of noncompliance has been included in the appropriate sections above for SPPI 12.

12 - OSEP Response

12 - Required Actions

Because the State reported less than 100% compliance for FFY 2023, the State must report on the status of correction of noncompliance identified in FFY 2023 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2024 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2023 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA and no outstanding corrective action exists under a State complaint or due process hearing decision for the child, consistent with OSEP QA 23-01. In the FFY 2024 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2023, although its FFY 2023 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings. If the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding, the explanation must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

Indicator 13: Secondary Transition

Instructions and Measurement

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 that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, 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))

Data Source

Data to be taken from State monitoring or State data system.

Measurement

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

If a State's policies and procedures provide that public agencies must meet these requirements at an age younger than 16, the State may, but is not required to, choose to include youth beginning at that younger age in its data for this indicator. If a State chooses to do this, it must state this clearly in its SPP/APR and ensure that its baseline data are based on youth beginning at that younger age.

Instructions

If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data and if data are from the State's monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Targets must be 100%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

13 - Indicator Data

Historical Data

Baseline Year	Baseline Data
2009	97.00%

FFY	2018	2019	2020	2021	2022
Target	100%	100%	100%	100%	100%
Data	99.29%	99.73%	99.83%	99.45%	98.59%

Targets

FFY	2023	2024	2025
Target	100%	100%	100%

FFY 2023 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 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
26,815	27,527	98.59%	100%	97.41%	Did not meet target	Slippage

Provide reasons for slippage, if applicable

Prior to the collection period for Federal fiscal year (FFY) 2023, the Texas Education Agency (TEA) issued updated guidance to local educational agencies (LEAs) to clarify expectations that they must report SPPI 13 data using the Individualized Education Program (IEP) that was in effect on the date the Official Student List was generated. The guidance was developed and communicated through multiple channels in response to inquiries from LEAs suggesting that in prior years, after the Official Student List was generated, some were holding an Admission, Review, and Dismissal (ARD) Committee meeting to correct transition requirement issues in the IEP before submitting State Performance Plan Indicator (SPPI 13) data in the State Performance Plan (SPP) application. Slippage for this indicator is likely related to statewide adherence among LEAs to the clarified, more stringent requirement for evaluating the IEPs of youth aged 16 and above for Indicator 13 data collection.

What is the source of the data provided for this indicator?

State monitoring

Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.

The Texas Educational Agency (TEA) utilizes the Texas Education Agency Login (TEAL) a secure online application for the collection of data related to SPPI 13. Local educational agencies (LEAs) select students for data collection who have disabilities and are at least age 16 up through age 21 (age 22 if appropriate) between July 1, 2023, and June 30, 2024.

During Federal fiscal year (FFY) 2023, all LEAs serving students with disabilities receiving special education services ages 16-21 submitted student level data on compliance aspects of the secondary transition process. LEAs that did not serve students with disabilities ages 16-21 were required to submit a zero count. LEAs with less than 30 students with disabilities ages 16-21 were required to submit data on all students. LEAs with more than 30 students with disabilities were required to submit data on a selection of students. A description of the selection process can be found on the TEA SPP Indicator 13 webpage: <https://tea.texas.gov/academics/special-student-populations/review-and-support/secondary-transition>.

Data collection and use of an online SPP 13 application is an integral part of the statewide training process for this indicator. Resources include guidance documents such as, the SPPI 13 Data Collection Guidance document and the SPPI 13 FAQ,

The SPPI 13 Folder Checklist for measurement of SPP Indicator 13 is aligned with the National Technical Assistance Center on Transition (NTACT) guidance on data collection (see <http://www.nsttac.org/sites/default/files/assets/pdf/ChecklistFormB.pdf> <https://transitionta.org/i13-checklists/>). The LEA reviewer responded either "Yes" or "No" to each of the eight compliance items included in the SPPI 13 Folder Checklist, which addressed key elements of secondary transition reflected in IDEA.

To report an individualized education program (IEP) in compliance for this indicator, all eight compliance SPPI 13 Folder Checklist items must have been marked with "Yes". If there was at least one "No" response, the IEP did not meet the SPP Indicator 13 measurement requirements for compliance. The online SPP 13 TEAL application automatically calculated compliance based on the response to the Data Collection Checklist items.

Data Submission Process:

- LEAs enter data during the submission window (April 1, 2024-August 9, 2024)
- Extension period: LEAs must submit and gain approval for up to 5 business days following the deadline for a "Data Submission Extension" that allows for an additional 3 business days to submit data. The process LEAs used to request a data submission extension for FFY 2023 is detailed in the document titled "Requesting a Data Submission Extension (SY 2023-24)," available at <https://tea.texas.gov/academics/special-student-populations/special-education/lea-data-submission-extension-request-sy-2023-24.pdf>.

Question	Yes / No
Do the State's policies and procedures provide that public agencies must meet these requirements at an age younger than 16?	NO

Provide additional information about this indicator (optional)

For detailed guidance and additional information on SPPI 13, please visit the Texas Education Agency (TEA) website at <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>.

Correction of Findings of Noncompliance Identified in FFY 2022

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
12	10	2	0

FFY 2022 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

The Texas Education Agency's (TEA's) Department of General Supervision and Monitoring, in the Office of Special Populations and Student Supports, notified 12 local educational agencies (LEAs) of noncompliance with Federal fiscal year (FFY) 2023 SPPI 13 with due dates for the completion of corrective action plans (CAPs) one year after the date of the noncompliance findings. TEA required LEAs to submit a CAP if noncompliance was found. Monitoring staff in the Division of Review and Support reviewed the CAP, updated data, and created documentation to determine if the LEA was

implementing the appropriate regulatory requirements and had corrected any noncompliance findings.

TEA took the following actions for each LEA:

- LEAs policies and procedures were reviewed
- The correspondence where noncompliance was identified was reviewed
- The Special Education Correspondence and Dispute Resolution Management System (CDRMS) application was reviewed for any substantiated findings in the same regulatory requirement
- Scheduled phone conferences with the LEA
- Requested evidence of training by requiring the LEA to submit agendas and sign in sheets for each individual case of noncompliance
- Completed progress check ins (monthly reviews) held with the LEA to discuss progress towards meeting noncompliance goals and offer technical assistance and support where appropriate and available.
- Created a timeline for submissions and planned out the process based on their needs, as well as meeting the federal one-year timeline
- Followed up with two modes of communication with the LEA via email summarizing the conversation and provided LEA resources including
- Steps Required to Correct Noncompliance, the Noncompliance Verification Rubric, and provided an opportunity for questions and support
- Collected and organized all documentation as evidence

After receiving the requested documentation for the noncompliance finding, all documentation was reviewed, and a determination was made whether compliance had been met. This determination showed that 10 of these LEAs corrected the noncompliance within one year of the initial notification of noncompliance and is correctly implementing the specific regulatory requirements based on a review of additional records subsequently collected through monitoring (systemic compliance), and has corrected each individual case of child-specific noncompliance, unless the child is no longer within the jurisdiction of the LEA. The remaining 2 LEAs were verified by the TEA to have subsequently corrected the identified noncompliance, although later than one year after initial notification. Lastly, the TEA verified that no outstanding corrective action existed regarding complaints or due process hearing decisions for children at these LEAs.

The TEA verified that each LEA with corrected noncompliance reflected in the updated data the TEA collected for this indicator was correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance with the relevant IDEA requirements).

Describe how the State verified that each individual case of noncompliance was corrected

12 local educational agencies (LEAs) were required to submit student-level data specific to each finding of noncompliance. Monitoring staff in the Division of Review and Support reviewed the updated data and documentation to determine if each case individual case of noncompliance was corrected and to verify whether systemic corrections were made to ensure the LEA was implementing the appropriate regulatory requirements for SPPI 13.

The Texas Education Agency (TEA) took the following actions for each LEA:

- Reviewed the correspondence where noncompliance was identified
- Requested student level evidence of correction for each individual case of noncompliance, records showing evidence of IEP correction and compensatory services discussed and/or offered, and reviewed documentation to ensure correction at the student level
- Cross-referenced with the Special Education Correspondence and Dispute Resolution Management System application for any substantiated findings that should be considered when reviewing student level information for the LEA
- Scheduled phone conferences with the LEA
- Requested evidence of training by requiring the LEA to submit agendas and sign-in sheets for each individual case of noncompliance
- Completed progress check-ins with the LEA to discuss progress toward meeting noncompliance goals and offer technical assistance or support, where appropriate
- Created a timeline for submissions and planned out the process based on their needs, as well as meeting the federal one-year timeline
- Followed up with two modes of communication with the LEA via email summarizing the conversation, provided the LEA with the "LEA Steps Required to Correct Noncompliance, Noncompliance Verification Rubric," and provided an opportunity for questions and support
- Collected and organized all documentation as evidence

After receiving all the requested documentation for the citation(s), all documentation was reviewed, and a determination was made whether compliance had been met. The TEA verified that 10 of the identified LEAs with corrected noncompliance reflected in the updated student-level data the TEA reported for this indicator has completed the required action with 100% compliance within one year of the initial notification of noncompliance, unless the child was no longer within the jurisdiction of the LEA consistent with QA 23-01. The 2 remaining LEAs were verified to have subsequently corrected the noncompliance after the initial one-year timeline. In cases of student-level noncompliance related to secondary transition, LEAs provided documentation of IEP correction, including but not limited to discussion and/or provision of compensatory services, unless the child was no longer within the jurisdiction of the LEA consistent with QA 23-01.

Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

13 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2022 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01. In

the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

Response to actions required in FFY 2022 SPP/APR

All local educational agencies (LEAs) with noncompliance for Federal fiscal year (FFY) 2022 have been verified as corrected as described in "FFY 2022 Findings of Noncompliance Verified as Corrected" section of Indicator 13 above. The description regarding how the Texas Education Agency verified LEAs are appropriately implementing specific regulatory requirements and addressing each individual case of noncompliance has been included in the appropriate section above for SPPI 13.

13 - OSEP Response

13 - Required Actions

Because the State reported less than 100% compliance for FFY 2023, the State must report on the status of correction of noncompliance identified in FFY 2023 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2024 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2023 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA and no outstanding corrective action exists under a State complaint or due process hearing decision for the child, consistent with OSEP QA 23-01. In the FFY 2024 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2023, although its FFY 2023 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings. If the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding, the explanation must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

Indicator 14: Post-School Outcomes

Instructions and Measurement

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))

Data Source

State selected data source.

Measurement

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

Instructions

Sampling of youth who had IEPs and are no longer in secondary school is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates of the target population. (See [General Instructions](#) on page 3 for additional instructions on sampling.)

Collect data by September 2024 on students who left school during 2022-2023, timing the data collection so that at least one year has passed since the students left school. Include students who dropped out during 2022-2023 or who were expected to return but did not return for the current school year. This includes all youth who had an IEP in effect at the time they left school, including those who graduated with a regular diploma or some other credential, dropped out, or aged out.

I. Definitions

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

Competitive employment as used in measures B and C: States have two options to report data under “competitive employment”:

Option 1: Use the same definition as used to report in the FFY 2015 SPP/APR, i.e., competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Option 2: States report in alignment with the term “competitive integrated employment” and its definition, in section 7(5) of the Rehabilitation Act of 1973, as amended by Workforce Innovation and Opportunity Act (WIOA). For the purpose of defining the rate of compensation for students working on a “part-time basis” under this category, OSEP maintains the standard of 20 hours a week for at least 90 days at any time in the year since leaving high school. This definition applies to military employment.

Enrolled in other postsecondary education or training as used in measure C, means youth have been enrolled on a full- or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a two-year program).

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

II. Data Reporting

States must describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

Provide the total number of targeted youth in the sample or census.

Provide the actual numbers for each of the following mutually exclusive categories. The actual number of “leavers” who are:

1. Enrolled in higher education within one year of leaving high school;
2. Competitively employed within one year of leaving high school (but not enrolled in higher education);
3. 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);
4. 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 competitively employed).

“Leavers” should only be counted in one of the above categories, and the categories are organized hierarchically. So, for example, “leavers” who are enrolled in full- or part-time higher education within one year of leaving high school should only be reported in category 1, even if they also

happen to be employed. Likewise, “leavers” who are not enrolled in either part- or full-time higher education, but who are competitively employed, should only be reported under category 2, even if they happen to be enrolled in some other postsecondary education or training program.

States must compare the response rate for the reporting year to the response rate for the previous year (e.g., in the FFY 2023 SPP/APR, compare the FFY 2023 response rate to the FFY 2022 response rate), and describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.

The State must also analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias and promote response from a broad cross section of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

III. Reporting on the Measures/Indicators

Targets must be established for measures A, B, and C.

Measure A: For purposes of reporting on the measures/indicators, please note that any youth enrolled in an institution of higher education (that meets any definition of this term in the Higher Education Act (HEA)) within one year of leaving high school *must* be reported under measure A. This could include youth who also happen to be competitively employed, or in some other training program; however, the key outcome we are interested in here is enrollment in higher education.

Measure B: All youth reported under measure A should also be reported under measure B, in addition to all youth that obtain competitive employment within one year of leaving high school.

Measure C: All youth reported under measures A and B should also be reported under measure C, in addition to youth that are enrolled in some other postsecondary education or training program, or in some other employment.

Include the State’s analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school. States must include race/ethnicity in their analysis. In addition, the State’s analysis must include at least one of the following demographics: disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

If the analysis shows that the response data are not representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State collected the data.

14 - Indicator Data

Historical Data

Measure	Baseline	FFY	2018	2019	2020	2021	2022
A	2009	Target ≥	30.00%	30.00%	30.00%	31.00%	31.00%
A	26.00%	Data	16.36%	19.55%	23.79%	25.80%	28.42%
B	2009	Target ≥	63.00%	63.00%	63.00%	64.00%	64.00%
B	59.00%	Data	51.10%	50.84%	53.43%	55.23%	58.85%
C	2009	Target ≥	80.00%	80.00%	80.00%	81.00%	81.00%
C	72.00%	Data	93.31%	63.93%	64.59%	65.83%	70.17%

FFY 2021 Targets

FFY	2023	2024	2025
Target A ≥	32.00%	32.00%	33.00%
Target B ≥	65.00%	65.00%	66.00%
Target C ≥	82.00%	82.00%	83.00%

Targets: Description of Stakeholder Input

The Texas Education Agency (TEA) has established a comprehensive stakeholder engagement system that ensures broad, diverse, and continuous input into special education planning, implementation, and evaluation. This system follows the Texas Continuous Improvement Process (TCIP) model, which integrates annual feedback from stakeholders to improve special education services at the local, regional, and state levels. TEA collects stakeholder input through surveys, public forums, stakeholder meetings, and advisory committees, ensuring that diverse perspectives inform state priorities and decisions.

Stakeholder engagement includes parents, teachers, service providers, evaluation personnel, special education directors, district and campus administrators, Education Service Centers (ESCs), institutions of higher education, parent-support and advocacy groups, related state agencies, and other established stakeholder groups. TEA systematically reviews stakeholder group membership and seeks recommendations from internal and external entities to fill vacancies, ensuring statewide geographic and demographic representation.

Texas Continuous Improvement Steering Committee (TCISC)

The Texas Continuous Improvement Steering Committee (TCISC) is an external advisory workgroup that provides guidance on key special education issues in Texas. The purpose of this committee is to facilitate ongoing stakeholder input into the Texas Continuous Improvement Process (TCIP). The TCISC:

- Provides guidance on setting and revising State Performance Plan (SPP) indicator targets.
- Reviews and analyzes the Annual Performance Report (APR), the State Systemic Improvement Plan (SSIP), and progress on SPP indicator targets.
- Discusses statewide monitoring and general supervision activities and provides feedback to TEA to guide improvement efforts.
- Engages in discussions related to compliance and performance monitoring in Texas.

The TCISC meets quarterly to ensure that a broad range of perspectives are considered in decision-making processes related to improving results for children with disabilities (CWD) and their families.

Special Education Directors Panel

TEA also engages local special education directors through the Special Education Directors Panel, which serves as a direct feedback mechanism between LEAs and TEA. This panel includes special education directors from various LEA types, sizes, and geographic regions, ensuring representation from across Texas.

The purpose of this panel is to provide feedback on TEA initiatives and special education projects. TEA works closely with ESCs, which nominate LEA special education directors from their region to serve on the panel. This structure ensures that TEA captures first-hand input from LEA leaders regarding challenges, implementation issues, and areas of need.

The Special Education Directors Panel meets four times per year, both in-person and virtually, allowing for ongoing and accessible engagement.

Texas Continuing Advisory Committee (CAC) for Special Education

The Texas Continuing Advisory Committee (CAC) for Special Education is the state advisory panel required under the Individuals with Disabilities Education Act (IDEA). The CAC consists of 17 members appointed by the Office of the Governor, each serving staggered four-year terms, with the terms of eight or nine members expiring every two years.

The CAC plays a critical role in identifying and addressing unmet needs in the education of children with disabilities across Texas. It provides advisory input on IDEA-related issues, data reporting, compliance requirements, and policy development.

The CAC meets at least quarterly in public meetings, allowing for transparency and engagement with broader stakeholder groups. The responsibilities of the CAC include:

- Advising TEA on unmet needs in the education of children with disabilities.
- Providing public comments on proposed state rules and regulations related to special education.
- Assisting TEA in developing data reporting systems, including reports to the U.S. Secretary of Education under IDEA.
- Recommending corrective action plans in response to federal monitoring reports.
- Advising TEA on coordinating services across agencies for children with disabilities.

Additionally, the CAC plays a key role in reviewing policies related to significant disproportionality and must submit a biennial report to the Texas Legislature recommending changes to state laws and TEA rules related to special education.

Meeting dates, agendas, and minutes for the CAC are publicly available on the Continuing Advisory Committee for Special Education webpage: <https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/continuing-advisory-committee-for-special-education-cac-meeting-dates-agendas-and-minutes>.

Expanding Opportunities for Parent and Community Engagement

TEA is committed to ensuring parents and families are actively engaged in special education planning and decision-making. TEA partners with parent organizations, advocacy groups, and community stakeholders to provide training, outreach, and resources to empower parents as key partners in the educational process.

TEA facilitates public input sessions, statewide surveys, and stakeholder advisory meetings to gather feedback from families on special education policies, practices, and improvement strategies. This engagement helps ensure that Texas parents play an active role in shaping IDEA implementation and improving outcomes for children with disabilities (CWD).

Summary

TEA's stakeholder engagement system ensures ongoing, structured opportunities for input from parents, educators, and community members. Through advisory groups such as the TCISC, Special Education Directors Panel, and the CAC, TEA gathers feedback, develops improvement strategies, and evaluates progress toward improving special education services. These mechanisms help strengthen IDEA implementation, enhance parent engagement, and drive continuous improvement across Texas.

FFY 2023 SPP/APR Data

Total number of targeted youth in the sample or census	39,533
Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	10,591
Response Rate	26.79%
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	2,914

2. Number of respondent youth who competitively employed within one year of leaving high school	2,968
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)	358
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 competitively employed).	846

Measure	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 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A. Enrolled in higher education (1)	2,914	10,591	28.42%	32.00%	27.51%	Did not meet target	No Slippage
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	5,882	10,591	58.85%	65.00%	55.54%	Did not meet target	Slippage
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)	7,086	10,591	70.17%	82.00%	66.91%	Did not meet target	Slippage

Part	Reasons for slippage, if applicable
B	The 2024 data reveal a trend reversal in the percentage of exited students who are competitively employed compared to 2023. This decline warrants specific attention in identifying the factors that might be contributing to this trend and targeted interventions to address this decline. It could be due to changes in the labor market, such as a potential recession or industry-specific challenges, which may be impacting employment opportunities for young adults, including those with disabilities. The Texas Workforce Commission (TWC) reported that, within the state of Texas, the seasonally adjusted unemployment rate increased slightly for the second consecutive year from 3.9% to 4.0%, with the highest unemployment rates reported for age brackets 16-19 (11.6%) and 20-24 (6.8%). There might be a disconnect between the skills students are developing in school and the skills demanded by employers in the current job market, as the TWC reports that 72% of observed and expected job growth in Texas will require education or training beyond high school. See https://texaslmi.com/LMIbyCategory/LAUS and https://lmi.twc.texas.gov/shared/PDFs/Workforce_Report.pdf .
C	For Federal fiscal year (FFY) 2023, the total number of exited students targeted by the Texas Education Agency's (TEA's) post-school outcomes survey for Indicator 14 increased from 36,761 to 39,533, a 7.5% increase over FFY 2022. The number of respondents likewise increased from 9,340 to 10,591, a 13.4% increase over FFY 2022. Within the FFY 2023 respondent group, three of the evaluated subgroups increased somewhat proportionally: categories 1, 2, and 4 all increased in number, although not keeping pace with the overall increase of both exited students and respondents. In particular, however, category 3 (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)) actually decreased by 5.3% from FFY 2022. Therefore, a decrease in the number of exited respondent students enrolled in other postsecondary education or training programs was the strongest contributor to slippage for Measure C.

Please select the reporting option your State is using:

Option 2: Report in alignment with the term "competitive integrated employment" and its definition, in section 7(5) of the Rehabilitation Act, as amended by Workforce Innovation and Opportunity Act (WIOA), and 34 CFR §361.5(c)(9). For the purpose of defining the rate of compensation for students working on a "part-time basis" under this category, OSEP maintains the standard of 20 hours a week for at least 90 days at any time in the year since leaving high school. This definition applies to military employment.

Response Rate

FFY	2022	2023
Response Rate	25.41%	26.79%

Describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

The representativeness of survey results was assessed using a +/- 5% discrepancy metric. This discrepancy metric indicates that the survey results obtained from the respondent group are considered representative of the target population in terms of race/ethnicity and disability category. The discrepancy metric provides a pragmatic balance between accuracy and feasibility, aligns with widely accepted statistical standards, and is generally sufficient for informed decision-making and policy development. This threshold is strict enough to ensure meaningful representation of diverse groups, yet flexible enough to account for the practical challenges of surveying diverse populations.

Include the State's analyses of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school. States must include race/ethnicity in its analysis. In addition, the State's analysis must include at least one of the following demographics: disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

The Texas Education Agency examined the respondent group's representativeness related to race/ethnicity and disability category for the target population of all exited children with disabilities (CWD) statewide. The respondent group was representative of the target population, having differences that were within the State-established discrepancy metric of +/- 5%, except for a single disability category. Responding participants exhibited representativeness within the 5% tolerance for all race/ethnicity groups. In terms of disability categories, participants with Learning Disabilities were under-represented in the respondent group, as compared to the target population, by a margin of 5.1 percentage points.

The response data is representative of the demographics of youth who are no longer in school and had IEPs in effect at the time they left school. (yes/no)

NO

If no, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics.

To ensure future response data accurately reflect the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, particularly underrepresented groups, the Texas Education Agency (TEA) will implement the following strategies:

- Enhance the involvement of local educational agency (LEA) staff in gathering data and promoting responses, targeting those with lower response rates (specifically, participants in the disability category of Learning Disabilities)
- Motivate teachers with close ties to students and families to assist in outreach efforts
- Prompt LEAs to issue reminders and disseminate information about the survey in multiple languages and modalities to increase accessibility and response rates

These targeted efforts aim to create a more inclusive data collection process to improve representativeness of the response data.

Describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.

To enhance response rates year over year, particularly among underrepresented groups, the Texas Education Agency (TEA) has developed a multifaceted strategy focusing on high school students and their families by taking the following actions:

- Updating Contact Information: Local educational agencies (LEAs) are instructed to ensure the accuracy of contact information for students exiting high school. This includes collecting personal email addresses and phone numbers during the final Individualized Education Program (IEP) meeting.
- Raising Awareness: There is a concerted effort to heighten the awareness and perceived importance of the survey at various levels – within LEAs, among parents, and students themselves
- Supplementing Data Collection: Texas is exploring the possibility of integrating additional data sources such as Postsecondary enrollment, Texas Workforce Commission enrollment, and Employment data. This integration aims to enrich the information gathered from the SPP/APR Indicator 14 survey.
- Active Monitoring and Outreach: The vendor actively monitored response patterns, identifying and addressing anomalies suggestive of barriers to participation. This included targeted outreach and marketing strategies to engage underrepresented groups.

By educating high school students and their families about the survey's purpose, its administration process, and its significance, the likelihood of their participation may increase. Addressing the issue of outdated LEA-assigned email addresses and enhancing the overall understanding and importance of the post-secondary outcomes survey are key steps toward increasing response rates, particularly for underrepresented groups.

Describe the analysis of the response rate including any nonresponse bias that was identified, and the steps taken to reduce any identified bias and promote response from a broad cross section of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

Analysis of Response Rate and Nonresponse Bias:

This section provides a comprehensive analysis of the response rate, an assessment of nonresponse bias, and the steps taken to mitigate bias and encourage participation from a broad cross-section of youth who are no longer in secondary school and had IEPs in effect at the time they exited.

Response Rate Analysis:

The response rate for the survey was calculated at multiple levels—statewide, by regional Education Service Center (ESC), and by local educational agency (LEA). This multi-tiered approach provided a detailed understanding of participation patterns across different administrative and geographical segments. Identifying areas with lower response rates allowed for targeted follow-up efforts to improve overall participation.

Nonresponse Bias Assessment:

To evaluate potential nonresponse bias, the demographic characteristics of survey respondents (including race/ethnicity, gender, and primary disability category) were compared with those of the entire target population of students who were no longer in secondary school and had received special education services. The respondent group was largely representative of the target population, with demographic differences falling within the state-established discrepancy metric of $\pm 5\%$, with one exception. Specifically:

- Race/Ethnicity: Respondents closely mirrored the racial/ethnic composition of the target population, with no group exceeding the $\pm 5\%$ threshold.
- Disability Categories: Most disability groups were proportionally represented, except for students with Learning Disabilities, who were underrepresented by 5.1 percentage points.

This analysis suggests that while the survey data are broadly representative of the target population, the slight underrepresentation of students with Learning Disabilities indicates a potential source of nonresponse bias.

Strategies to Reduce Bias and Promote Broad Participation:

To address identified disparities and encourage participation from all segments of the target population, the following measures were implemented:

- Targeted Outreach: Additional outreach efforts were directed toward underrepresented groups, including follow-up communications via phone, email, and mailed reminders.
- Multiple Response Modes: Participants were given multiple options for completing the survey, such as online, phone interviews, and paper submissions, to accommodate diverse accessibility needs.
- Partnership with LEAs and Community Organizations: Collaboration with school districts, transition specialists, and community organizations helped facilitate engagement with youth who may be harder to reach.
- Incentives and Engagement Strategies: Providing incentives and emphasizing the importance of the survey in shaping post-school services encouraged higher participation rates.

By implementing these measures, the survey team worked to minimize nonresponse bias and ensure that findings reflected a broad cross-section of youth who had exited secondary school with IEPs in place.

Sampling Question	Yes / No
Was sampling used?	NO
Survey Question	Yes / No
Was a survey used?	YES
If yes, is it a new or revised survey?	NO

Provide additional information about this indicator (optional)

For detailed guidance and additional information on SPPI 14, please visit the Texas Education Agency (TEA) website at: <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>.

For comprehensive information on the Texas Student Data System (TSDS) Web-Enabled Data Standards (TWEDS) related to SPPI 14 data standards, please visit the TWEDS website at: <https://tealprod.tea.state.tx.us/TWEDS/103/547/893/0/DataSubmission/Purpose/1833>.

14 - Prior FFY Required Actions

In the FFY 2023 SPP/APR, the State must report whether the FFY 2023 data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

Response to actions required in FFY 2022 SPP/APR

The Texas Education Agency (TEA) and its contractor analyzed the representativeness of the post-school outcomes survey data in comparison to the demographics of all youth who were no longer in secondary school and had IEPs in effect at the time they left school. The description of the TEA's analysis of representativeness, as well as ongoing efforts to increase response rates among underrepresented demographic groups, are included in the appropriate sections for Indicator 14 above with respect to representativeness and nonresponse bias.

14 - OSEP Response

14 - Required Actions

In the FFY 2024 SPP/APR, the State must report whether the FFY 2024 data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

Indicator 15: Resolution Sessions

Instructions and Measurement

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))

Data Source

Data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the ED Facts Metadata and Process System (EMAPS)).

Measurement

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

Instructions

Sampling is not allowed.

Describe the results of the calculations and compare the results to the target.

States are not required to establish baselines or targets if the number of resolution sessions is less than 10. In a reporting period when the number of resolution sessions reaches 10 or greater, develop baseline and targets and report on them in the corresponding SPP/APR.

States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State's data under IDEA section 618, explain.

States are not required to report data at the LEA level.

15 - Indicator Data

Select yes to use target ranges

Target Range is used

Prepopulated Data

Source	Date	Description	Data
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/13/2024	3.1 Number of resolution sessions	146
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/13/2024	3.1(a) Number resolution sessions resolved through settlement agreements	57

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

Targets: Description of Stakeholder Input

The Texas Education Agency (TEA) has established a comprehensive stakeholder engagement system that ensures broad, diverse, and continuous input into special education planning, implementation, and evaluation. This system follows the Texas Continuous Improvement Process (TCIP) model, which integrates annual feedback from stakeholders to improve special education services at the local, regional, and state levels. TEA collects stakeholder input through surveys, public forums, stakeholder meetings, and advisory committees, ensuring that diverse perspectives inform state priorities and decisions.

Stakeholder engagement includes parents, teachers, service providers, evaluation personnel, special education directors, district and campus administrators, Education Service Centers (ESCs), institutions of higher education, parent-support and advocacy groups, related state agencies, and other established stakeholder groups. TEA systematically reviews stakeholder group membership and seeks recommendations from internal and external entities to fill vacancies, ensuring statewide geographic and demographic representation.

Texas Continuous Improvement Steering Committee (TCISC)

The Texas Continuous Improvement Steering Committee (TCISC) is an external advisory workgroup that provides guidance on key special education issues in Texas. The purpose of this committee is to facilitate ongoing stakeholder input into the Texas Continuous Improvement Process (TCIP). The TCISC:

- Provides guidance on setting and revising State Performance Plan (SPP) indicator targets.
- Reviews and analyzes the Annual Performance Report (APR), the State Systemic Improvement Plan (SSIP), and progress on SPP indicator targets.
- Discusses statewide monitoring and general supervision activities and provides feedback to TEA to guide improvement efforts.
- Engages in discussions related to compliance and performance monitoring in Texas.

The TCISC meets quarterly to ensure that a broad range of perspectives are considered in decision-making processes related to improving results for children with disabilities (CWD) and their families.

Special Education Directors Panel

TEA also engages local special education directors through the Special Education Directors Panel, which serves as a direct feedback mechanism between LEAs and TEA. This panel includes special education directors from various LEA types, sizes, and geographic regions, ensuring representation from across Texas.

The purpose of this panel is to provide feedback on TEA initiatives and special education projects. TEA works closely with ESCs, which nominate LEA special education directors from their region to serve on the panel. This structure ensures that TEA captures first-hand input from LEA leaders regarding challenges, implementation issues, and areas of need.

The Special Education Directors Panel meets four times per year, both in-person and virtually, allowing for ongoing and accessible engagement.

Texas Continuing Advisory Committee (CAC) for Special Education

The Texas Continuing Advisory Committee (CAC) for Special Education is the state advisory panel required under the Individuals with Disabilities Education Act (IDEA). The CAC consists of 17 members appointed by the Office of the Governor, each serving staggered four-year terms, with the terms of eight or nine members expiring every two years.

The CAC plays a critical role in identifying and addressing unmet needs in the education of children with disabilities across Texas. It provides advisory input on IDEA-related issues, data reporting, compliance requirements, and policy development.

The CAC meets at least quarterly in public meetings, allowing for transparency and engagement with broader stakeholder groups. The responsibilities of the CAC include:

- Advising TEA on unmet needs in the education of children with disabilities.
- Providing public comments on proposed state rules and regulations related to special education.
- Assisting TEA in developing data reporting systems, including reports to the U.S. Secretary of Education under IDEA.
- Recommending corrective action plans in response to federal monitoring reports.
- Advising TEA on coordinating services across agencies for children with disabilities.

Additionally, the CAC plays a key role in reviewing policies related to significant disproportionality and must submit a biennial report to the Texas Legislature recommending changes to state laws and TEA rules related to special education.

Meeting dates, agendas, and minutes for the CAC are publicly available on the Continuing Advisory Committee for Special Education webpage: <https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/continuing-advisory-committee-for-special-education-cac-meeting-dates-agendas-and-minutes>.

Expanding Opportunities for Parent and Community Engagement

TEA is committed to ensuring parents and families are actively engaged in special education planning and decision-making. TEA partners with parent organizations, advocacy groups, and community stakeholders to provide training, outreach, and resources to empower parents as key partners in the educational process.

TEA facilitates public input sessions, statewide surveys, and stakeholder advisory meetings to gather feedback from families on special education policies, practices, and improvement strategies. This engagement helps ensure that Texas parents play an active role in shaping IDEA implementation and improving outcomes for children with disabilities (CWD).

Summary

TEA's stakeholder engagement system ensures ongoing, structured opportunities for input from parents, educators, and community members. Through advisory groups such as the TCISC, Special Education Directors Panel, and the CAC, TEA gathers feedback, develops improvement strategies, and evaluates progress toward improving special education services. These mechanisms help strengthen IDEA implementation, enhance parent engagement, and drive continuous improvement across Texas.

Historical Data

Baseline Year	Baseline Data
2020	43.90%

FFY	2018	2019	2020	2021	2022
Target >=	25.00% - 30.00%	25.00%-30.00%	43.00%-43.90%	30.00%-35.00%	30.00%-35.00%
Data	31.65%	36.28%	43.90%	33.62%	33.03%

Targets

FFY	2023 (low)	2023 (high)	2024 (low)	2024 (high)	2025 (low)	2025 (high)
Target >=	30.00%	35.00%	30.00%	35.00%	30.00%	35.00%

FFY 2023 SPP/APR Data

3.1(a) Number resolutions sessions resolved through settlement agreements	3.1 Number of resolutions sessions	FFY 2022 Data	FFY 2023 Target (low)	FFY 2023 Target (high)	FFY 2023 Data	Status	Slippage
57	146	33.03%	30.00%	35.00%	39.04%	Met target	No Slippage

Provide additional information about this indicator (optional)

For detailed guidance and additional information on SPPI 15, please visit the TEA website at <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>.

For information on the Special Education Dispute Resolution Process, please visit <https://tea.texas.gov/academics/special-student-populations/special-education/dispute-resolution/special-education-dispute-resolution-processes>.

For the Special Education Dispute Resolution Systems Handbook, please visit <https://tea.texas.gov/about-tea/government-relations-and-legal/se-dispute-resolution-handbook-english.pdf>.

For information on the Special Education Due Process Hearing Program, please visit <https://tea.texas.gov/about-tea/government-relations-and-legal/special-education-hearings/due-process-hearings>.

15 - Prior FFY Required Actions

None

15 - OSEP Response

15 - Required Actions

Indicator 16: Mediation

Instructions and Measurement

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))

Data Source

Data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the ED Facts Metadata and Process System (EMAPS)).

Measurement

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

Instructions

Sampling is not allowed.

Describe the results of the calculations and compare the results to the target.

States are not required to establish baselines or targets if the number of mediations is less than 10. In a reporting period when the number of mediations reaches 10 or greater, develop baseline and targets and report on them in the corresponding SPP/APR.

States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State's data under IDEA section 618, explain.

States are not required to report data at the LEA level.

16 - Indicator Data

Select yes to use target ranges

Target Range is used

Prepopulated Data

Source	Date	Description	Data
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/13/2024	2.1 Mediations held	258
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/13/2024	2.1.a.i Mediations agreements related to due process complaints	112
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/13/2024	2.1.b.i Mediations agreements not related to due process complaints	56

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

Targets: Description of Stakeholder Input

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Stakeholder engagement includes parents, teachers, service providers, evaluation personnel, special education directors, district and campus administrators, Education Service Centers (ESCs), institutions of higher education, parent-support and advocacy groups, related state agencies, and other established stakeholder groups. TEA systematically reviews stakeholder group membership and seeks recommendations from internal and external entities to fill vacancies, ensuring statewide geographic and demographic representation.

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- Provides guidance on setting and revising State Performance Plan (SPP) indicator targets.
- Reviews and analyzes the Annual Performance Report (APR), the State Systemic Improvement Plan (SSIP), and progress on SPP indicator targets.
- Discusses statewide monitoring and general supervision activities and provides feedback to TEA to guide improvement efforts.
- Engages in discussions related to compliance and performance monitoring in Texas.

The TCISC meets quarterly to ensure that a broad range of perspectives are considered in decision-making processes related to improving results for children with disabilities (CWD) and their families.

Special Education Directors Panel

TEA also engages local special education directors through the Special Education Directors Panel, which serves as a direct feedback mechanism between LEAs and TEA. This panel includes special education directors from various LEA types, sizes, and geographic regions, ensuring representation

from across Texas.

The purpose of this panel is to provide feedback on TEA initiatives and special education projects. TEA works closely with ESCs, which nominate LEA special education directors from their region to serve on the panel. This structure ensures that TEA captures first-hand input from LEA leaders regarding challenges, implementation issues, and areas of need.

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The CAC plays a critical role in identifying and addressing unmet needs in the education of children with disabilities across Texas. It provides advisory input on IDEA-related issues, data reporting, compliance requirements, and policy development.

The CAC meets at least quarterly in public meetings, allowing for transparency and engagement with broader stakeholder groups. The responsibilities of the CAC include:

- Advising TEA on unmet needs in the education of children with disabilities.
- Providing public comments on proposed state rules and regulations related to special education.
- Assisting TEA in developing data reporting systems, including reports to the U.S. Secretary of Education under IDEA.
- Recommending corrective action plans in response to federal monitoring reports.
- Advising TEA on coordinating services across agencies for children with disabilities.

Additionally, the CAC plays a key role in reviewing policies related to significant disproportionality and must submit a biennial report to the Texas Legislature recommending changes to state laws and TEA rules related to special education.

Meeting dates, agendas, and minutes for the CAC are publicly available on the Continuing Advisory Committee for Special Education webpage: <https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/continuing-advisory-committee-for-special-education-cac-meeting-dates-agendas-and-minutes>.

Expanding Opportunities for Parent and Community Engagement

TEA is committed to ensuring parents and families are actively engaged in special education planning and decision-making. TEA partners with parent organizations, advocacy groups, and community stakeholders to provide training, outreach, and resources to empower parents as key partners in the educational process.

TEA facilitates public input sessions, statewide surveys, and stakeholder advisory meetings to gather feedback from families on special education policies, practices, and improvement strategies. This engagement helps ensure that Texas parents play an active role in shaping IDEA implementation and improving outcomes for children with disabilities (CWD).

Summary

TEA's stakeholder engagement system ensures ongoing, structured opportunities for input from parents, educators, and community members. Through advisory groups such as the TCISC, Special Education Directors Panel, and the CAC, TEA gathers feedback, develops improvement strategies, and evaluates progress toward improving special education services. These mechanisms help strengthen IDEA implementation, enhance parent engagement, and drive continuous improvement across Texas.

Historical Data

Baseline Year	Baseline Data
2015	73.60%

FFY	2018	2019	2020	2021	2022
Target >=	75.00% - 80.00%	75.00%-80.00%	75.00%-80.00%	75.00%-80.00%	75.00%-80.00%
Data	75.78%	70.88%	73.60%	66.24%	60.08%

Targets

FFY	2023 (low)	2023 (high)	2024 (low)	2024 (high)	2025 (low)	2025 (high)
Target >=	75.00%	80.00%	75.00%	80.00%	75.00%	80.00%

FFY 2023 SPP/APR Data

2.1.a.i Mediation agreements related to due process complaints	2.1.b.i Mediation agreements not related to due process complaints	2.1 Number of mediations held	FFY 2022 Data	FFY 2023 Target (low)	FFY 2023 Target (high)	FFY 2023 Data	Status	Slippage
112	56	258	60.08%	75.00%	80.00%	65.12%	Did not meet target	No Slippage

Provide additional information about this indicator (optional)

For detailed guidance and additional information on SPPI 16, please visit the TEA website at <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>.

16 - Prior FFY Required Actions

None

16 - OSEP Response

16 - Required Actions

Indicator 17: State Systemic Improvement Plan

Instructions and Measurement

Monitoring Priority: General Supervision

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

Measurement

The State's SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities. The SSIP includes each of the components described below.

Instructions

Baseline Data: The State must provide baseline data that must be expressed as a percentage, and which is aligned with the State-identified Measurable Result(s) (SiMR) for Children with Disabilities.

Targets: In its FFY 2020 SPP/APR, due February 1, 2022, the State must provide measurable and rigorous targets (expressed as percentages) for each of the six years from FFY 2020 through FFY 2025. The State's FFY 2025 target must demonstrate improvement over the State's baseline data.

Updated Data: In its FFYs 2020 through FFY 2025 SPPs/APRs, due February 2022 through February 2027, the State must provide updated data for that specific FFY (expressed as percentages) and that data must be aligned with the State-identified Measurable Result(s) Children with Disabilities. In its FFYs 2020 through FFY 2025 SPPs/APRs, the State must report on whether it met its target.

Overview of the Three Phases of the SSIP

It is of the utmost importance to improve results for children with disabilities by improving educational services, including special education and related services. Stakeholders, including parents of children with disabilities, local educational agencies, the State Advisory Panel, and others, are critical participants in improving results for children with disabilities and should be included in developing, implementing, evaluating, and revising the SSIP and included in establishing the State's targets under Indicator 17. The SSIP should include information about stakeholder involvement in all three phases.

Phase I: Analysis:

- Data Analysis;
- Analysis of State Infrastructure to Support Improvement and Build Capacity;
- State-identified Measurable Result(s) for Children with Disabilities;
- Selection of Coherent Improvement Strategies; and
- Theory of Action.

Phase II: Plan (which, in addition to the Phase I content (including any updates)) outlined above):

- Infrastructure Development;
- Support for local educational agency (LEA) Implementation of Evidence-Based Practices; and
- Evaluation.

Phase III: Implementation and Evaluation (which, in addition to the Phase I and Phase II content (including any updates)) outlined above):

- Results of Ongoing Evaluation and Revisions to the SSIP.

Specific Content of Each Phase of the SSIP

Refer to FFY 2013-2015 Measurement Table for detailed requirements of Phase I and Phase II SSIP submissions.

Phase III should only include information from Phase I or Phase II if changes or revisions are being made by the State and/or if information previously required in Phase I or Phase II was not reported.

Phase III: Implementation and Evaluation

In Phase III, the State must, consistent with its evaluation plan described in Phase II, assess and report on its progress implementing the SSIP. This includes: (A) data and analysis on the extent to which the State has made progress toward and/or met the State-established short-term and long-term outcomes or objectives for implementation of the SSIP and its progress toward achieving the State-identified Measurable Result(s) for Children with Disabilities (SiMR); (B) the rationale for any revisions that were made, or that the State intends to make, to the SSIP as the result of implementation, analysis, and evaluation; and (C) a description of the meaningful stakeholder engagement. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

A. Data Analysis

As required in the Instructions for the Indicator/Measurement, in its FFYs 2020 through 2025 SPPs/APRs, the State must report data for that specific FFY (expressed as actual numbers and percentages) that are aligned with the SiMR. The State must report on whether the State met its target. In addition, the State may report on any additional data (e.g., progress monitoring data) that were collected and analyzed that would suggest progress toward the SiMR. States using a subset of the population from the indicator (e.g., a sample, cohort model) should describe how data are collected and analyzed for the SiMR if that was not described in Phase I or Phase II of the SSIP.

B. Phase III Implementation, Analysis and Evaluation

The State must provide a narrative or graphic representation, (e.g., a logic model) of the principal activities, measures and outcomes that were implemented since the State's last SSIP submission (i.e., February 1, 2024). The evaluation should align with the theory of action described in Phase I and the evaluation plan described in Phase II. The State must describe any changes to the activities, strategies, or timelines described in Phase II and include a rationale or justification for the changes. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

The State must summarize the infrastructure improvement strategies that were implemented, and the short-term outcomes achieved, including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up. The State must describe the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next fiscal year (e.g., for the FFY 2023 APR, report on anticipated outcomes to be obtained during FFY 2024, i.e., July 1, 2024-June 30, 2025).

The State must summarize the specific evidence-based practices that were implemented and the strategies or activities that supported their selection and ensured their use with fidelity. Describe how the evidence-based practices, and activities or strategies that support their use, are intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g., behaviors), parent/caregiver outcomes,

and/or child outcomes. Describe any additional data (e.g., progress monitoring data) that was collected to support the on-going use of the evidence-based practices and inform decision-making for the next year of SSIP implementation.

C. Stakeholder Engagement

The State must describe the specific strategies implemented to engage stakeholders in key improvement efforts and how the State addressed concerns, if any, raised by stakeholders through its engagement activities.

Additional Implementation Activities

The State should identify any activities not already described that it intends to implement in the next fiscal year (e.g., for the FFY 2023 APR, report on activities it intends to implement in FFY 2024, i.e., July 1, 2024-June 30, 2025) including a timeline, anticipated data collection and measures, and expected outcomes that are related to the SiMR. The State should describe any newly identified barriers and include steps to address these barriers.

17 - Indicator Data

Section A: Data Analysis

What is the State-identified Measurable Result (SiMR)?

The State-identified Measurable Result (SiMR) is to enhance the reading proficiency rate among children with disabilities in grades 4, 8, and high school. This will be measured by aggregating the results from state assessments in grades 4 and 8, along with End of Course exams (EOC) in reading achievement, to evaluate their performance against grade-level standards, inclusive of any accommodations.

Has the SiMR changed since the last SSIP submission? (yes/no)

NO

Is the State using a subset of the population from the indicator (e.g., a sample, cohort model)? (yes/no)

NO

Is the State’s theory of action new or revised since the previous submission? (yes/no)

NO

Please provide a link to the current theory of action.

https://tea.texas.gov/system/files/texas-ssip-theory-of-action-one-pager_0.pdf

Progress toward the SiMR

Please provide the data for the specific FFY listed below (expressed as actual number and percentages).

Select yes if the State uses two targets for measurement. (yes/no)

NO

Historical Data

Baseline Year	Baseline Data
2020	10.85%

Targets

FFY	Current Relationship	2023	2024	2025
Target	Data must be greater than or equal to the target	25.00%	30.00%	40.00%

FFY 2023 SPP/APR Data

Number of Children with IEPs in Grades 4, 8, and HS combined Scoring At or Above Proficient Against Grade Level Academic Achievement Standards with or without accommodations (Numerator)	Number of Children with IEPs in Grades 4, 8, and HS who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment (Denominator)	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
30,283	190,750	15.05%	25.00%	15.88%	Did not meet target	No Slippage

Provide the data source for the FFY 2023 data.

The data source for the Federal fiscal year (FFY) 2023 SPP/APR submission (due February 1, 2025) for the 2023-24 school year is the Consolidated Accountability File (CAF). For this indicator, the CAF includes the State of Texas Assessments of Academic Readiness (STAAR), STAAR Spanish, data for the 2023-24 accountability school year into one record per student. The CAF includes grades 4, 8, and high school reading data, aligning with EDFacts file specification (FS) 178 (Academic Achievement in Reading/Language Arts) for Data Group 876 (Academic achievement in reading/language arts grades 3-8 table) and 877 (Academic achievement in reading/language arts HS table). Data Group 876 refers to the unduplicated number of students in grades 3 through 8 who completed the state assessment(s) in reading/language arts and received a valid score. Data Group 877 refers to the unduplicated number of high school students who completed the state assessment(s) in reading/language arts and received a valid score.

Please describe how data are collected and analyzed for the SiMR.

Data collection and analysis for the SiMR involves the following steps:

- A testing contractor provides the CAF to the Texas Education Agency (TEA), combining various assessment data and student information in a comprehensive dataset
- The data are analyzed descriptively at state, region, and local educational agency (LEA) levels, focusing on grades 4, 8, and high school reading performance with or without accommodations for children with disabilities receiving special education services
- Analysis results are used to determine improvement, variability, slippage, and to re-baseline targets for the State Systemic Improvement Plan (SSIP)

Overall, this process ensures that data are thoroughly evaluated to support the goal of improving reading proficiency for 4th, 8th, and high school students receiving special education services, aligning with the SiMR.

Optional: Has the State collected additional data (i.e., benchmark, CQI, survey) that demonstrates progress toward the SiMR? (yes/no)

NO

Did the State identify any general data quality concerns, unrelated to COVID-19, which affected progress toward the SiMR during the reporting period? (yes/no)

NO

Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? (yes/no)

NO

Section B: Implementation, Analysis and Evaluation

Please provide a link to the State's current evaluation plan.

<https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-systemic-improvement-plan>

Is the State's evaluation plan new or revised since the previous submission? (yes/no)

NO

Provide a summary of each infrastructure improvement strategy implemented in the reporting period:

The Texas Education Agency (TEA) implemented four key infrastructure improvement strategies to support the State Systemic Improvement Plan (SSIP) and enhance outcomes for children with disabilities (CWD). The following information summarizes each strategy and its key components:

- Infrastructure Improvement Strategy 1, Allocate Resources: The goal of this strategy was to support regional Educational Service Centers (ESCs) and local educational agencies (LEAs) in enhancing student outcomes. TEA utilized state and federal resources to bolster technical assistance capabilities, expand professional development opportunities, and improve resource allocation for the Texas SPED Support website. Furthermore, the agency continued to fund regional liaisons tasked with providing personalized support to LEA leadership teams.
- Infrastructure Improvement Strategy 2, Expand Initiatives and Opportunities: This strategy centered on sustaining network support, resources, and professional development opportunities aimed at improving reading instruction and addressing related challenges. By maintaining these initiatives, TEA sought to provide ongoing assistance to educators and administrators in their efforts to enhance reading outcomes for students with disabilities.
- Infrastructure Improvement Strategy 3, Communicate Expectations, Standards, and Results: To communicate expectations, establish standards, and drive positive outcomes, this strategy involved providing continuous statewide training through Reading Academies. TEA also implemented certification requirements and training for school personnel to encourage the adoption of effective reading instructional strategies. Additionally, ESCs were directed to set regional goals aligned with the State-identified Measurable Result (SiMR) to communicate expectations at both the ESC and LEA levels for improving reading outcomes for children with disabilities (CWD).
- Infrastructure Improvement Strategy 4: Collaboration This strategy established partnerships with institutions of higher education, statewide agencies, and organizations to strengthen teacher quality initiatives and ensure uniformity across programs and policies that impact student results. Key activities within this strategy included developing a revised certification and testing framework for Special Education Teacher Certification and vetting and approving individual test items for the assessment.

In summary, the four infrastructure improvement strategies aimed to create a comprehensive support system to improve reading outcomes for CWD in Texas. By allocating resources effectively, expanding initiatives and opportunities, communicating expectations and standards, and fostering collaboration among stakeholders, TEA sought to build a strong foundation for implementing the SSIP and the achievement of the SiMR.

Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.

The Texas Education Agency (TEA) and its stakeholders achieved several short-term and intermediate outcomes related to the four infrastructure improvement strategies. These outcomes, which support system change and are necessary for the achievement of the SiMR, sustainability of systems improvement efforts, and/or scale-up, are described below:

Improvement Strategy 1 (Allocate Resources):

Key outcomes related to professional development include:

- Texas SPED Support, a centralized website for special education technical assistance and professional development, was launched in August 2023. Course completion rates and participant feedback were used to assess achievement.
- Reading Academies provided comprehensive training to over 134,000 educators as of May 2024, with an additional 12,000 enrolled. Outcome measures included completing assignments, demonstrating content mastery, and passing the Science of Teaching Reading exam.
- Education Service Centers (ESCs) supported local educational agencies (LEAs) through information dissemination, leadership, training, coaching, and technical assistance. Participation rates and feedback were used to measure achievement. This outcome was related to data, professional development, technical assistance, and accountability/monitoring.

Improvement Strategy 2 (Expand Initiatives and Opportunities):

Key outcomes related to professional development and technical assistance include:

- Standards-Based Individualized Education Program (IEP) Process Training helped educators support children with disabilities (CWD) in achieving goals aligned with the general education English Language Arts curriculum. Achievement was assessed through educator participation and feedback.
- Trainer of Trainer (ToT) resources on how disabilities affect reading were published, with usage rates and feedback from trainers used to assess achievement.
- Literacy Supports for Autism Spectrum Disorder and Assistive Technology courses were offered, with course completion rates and participant feedback used to assess achievement.
- Multi-Tiered System of Supports (MTSS) best practices modules were provided, with 445 trainers certified. Assessments included reflection/application activities, knowledge checks, and module delivery rates.
- Language-Literacy Connection for Deaf and Hard of Hearing (DHH) training provided evidence-based information on literacy success skills, with participation rates and feedback used to assess achievement.
- Coaching was provided to ensure fidelity in implementing training skills, with session attendance and implementation fidelity checks used to assess achievement. This outcome was related to sustainability of system improvement efforts, professional development, and accountability/monitoring.
- The Texas Lesson Study (TXLS) was provided for collaborative, research-based lesson development, with efforts made to effectively integrate CWD. Participation rates and feedback were used to assess achievement.

Improvement Strategy 3 (Communicate Expectations, Standards, and Results):

Key outcomes related to data, accountability/monitoring, and quality standards include:

- Each ESC established a Special Education Continuous Improvement Plan (SECIP) reading goal aligned with the SiMR and monitored progress quarterly. This outcome communicated expectations for improving reading outcomes for CWD at both the ESC and LEA levels.
- Kindergarten through grade 3 teachers and principals were required to have a Reading Academies certificate of completion by the end of the 2023-24 school year, with over 134,000 educators completing the program as of May 2024.
- All educators teaching prekindergarten through grade six must demonstrate proficiency in the science of teaching reading on the Science of Reading (STR) Exam. The number of teachers taking and passing the exam was used to assess outcome achievement.

Improvement Strategy 4 (Collaboration):

A key outcome related to quality standards was the approval of Special Education EC-6 exam items and validation of content for the Special Education 6-12 and Deafblind EC-12 exams for the Special Education Certification Redesign, set to launch in September 2025. The completion of content validation and approval of test items were used to assess achievement. The certification redesign supports the SiMR by improving the quality and consistency of newly certified teachers.

These short-term and intermediate outcomes demonstrate the progress made in implementing the infrastructure improvement strategies and their alignment with the SiMR. By focusing on professional development, technical assistance, data-driven decision-making, accountability, and collaboration, TEA and its stakeholders have laid the groundwork for sustainable systems improvement and the potential for scale-up.

Did the State implement any new (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)

NO

Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.

The Texas Education Agency (TEA) will continue its infrastructure improvement strategies in the next reporting period, focusing on allocating resources, expanding initiatives and opportunities, communicating expectations, standards, and results, and fostering collaboration. These strategies aim to create a comprehensive support system that enhances reading proficiency for children with disabilities (CWD). The anticipated outcomes and next steps for each strategy are as follows:

1. Professional Development and Technical Assistance

- TEA will enhance professional development through ongoing training and coaching programs. These programs will provide educators with the knowledge and strategies needed to support CWD effectively.
- Technical assistance will be provided to address specific educational challenges, ensuring that educators have the necessary support to implement evidence-based practices.
- TEA plans to review and update the Texas Reading Academies content to include enhanced training and resources on dyslexia, Multi-Tiered System of Supports (MTSS), and inclusive practices.
- The Tiered Interventions using Evidence-based Research (TIER) initiative will continue to certify trainers at the education service center (ESC) and local educational agency (LEA) levels to support strong implementation of MTSS, including screening, intervention, and progress monitoring in the area of reading.

2. Resource Allocation and Funding

- TEA will allocate resources and funding to support initiatives that promote reading improvement for CWD.
- After the 2023-24 school year, educators who are employed in their first year in a Texas public school or charter school will be required to participate in the Reading Academies course during their first year of employment. This includes all educators who are new to teaching/administering kindergarten through 3rd grade students, new to Texas, or new to a Texas public school or Texas open-enrollment public charter school.
- Beginning in fall 2024, TEA will provide opportunities for Educator Preparation Programs (EPPs) in Texas to offer the Reading Academies for elementary teacher candidates. This initiative will promote reading improvement by ensuring that future elementary teachers are well-prepared with effective reading instructional practices before they enter the classroom.

3. Monitoring and Evaluation

- TEA will assess the effectiveness of programs through monitoring participation rates and gathering feedback from educators and stakeholders.
- Monitoring and feedback mechanisms will help ensure that strategies are implemented consistently and effectively, contributing to improved reading outcomes for CWD.

By focusing on these next steps and anticipated outcomes, TEA expects to achieve improved reading outcomes for CWD.

List the selected evidence-based practices implement in the reporting period:

The Texas Education Agency (TEA) implemented the following evidence-based practices to support the achievement of the State-identified Measurable Result (SiMR) and improve reading outcomes for children with disabilities (CWD):

1. Standards-Based Individualized Education Program (IEP) Process Training and Coaching: This initiative provided educators with the knowledge and skills needed to develop and implement IEPs that align with state academic standards, ensuring that students with disabilities receive appropriate support and accommodations to access the general education curriculum.
2. Reading Trainer of Trainer (ToT) Resources: The TEA developed and disseminated resources to support the training of reading instructors, focusing on evidence-based strategies for teaching reading to students with disabilities, including those with dyslexia and other learning challenges.
3. Courses on Literacy Supports for Autism Spectrum Disorder and Assistive Technology: These professional development offerings equipped educators with the knowledge and skills needed to effectively support the literacy development of students with autism spectrum disorder and those who require assistive technology.
4. Multi-Tiered System of Supports (MTSS) Best Practices Modules: The TEA provided training modules on implementing a comprehensive, data-driven framework for identifying and addressing the academic and behavioral needs of all students, including those with disabilities.
5. Training on the Language-Literacy Connection for Deaf and Hard of Hearing (DHH) Children: This initiative focused on enhancing educators' understanding of the unique language and literacy needs of DHH students and provided evidence-based strategies for supporting their reading development.
6. Texas Lesson Study (TXLS): The TEA supported the implementation of a collaborative, research-based approach to lesson planning and instruction, with a focus on ensuring that students with disabilities are effectively integrated into the general education classroom.
7. Science of Reading (STR) Exam and Certification: The agency required all educators teaching prekindergarten through grade six to demonstrate proficiency in the science of teaching reading by passing the STR exam, ensuring that teachers have the foundational knowledge needed to provide effective reading instruction to all students, including those with disabilities.

By implementing these evidence-based practices, the TEA aimed to create a comprehensive support system that empowers educators to meet the diverse needs of students with disabilities and improve reading outcomes in alignment with the SiMR.

Provide a summary of each evidence-based practice.

This section provides a summary of evidence-based practices implemented during the reporting period.

Standards-Based (SB) Individualized Education Program (IEP) Process Training and Coaching:

This practice helps educators support children with disabilities (CWD) in achieving challenging goals aligned with the general education English language arts curriculum.

Reading Trainer of Trainer (ToT) Resources:

These resources focus on how disabilities, including dyslexia, affect reading learning, providing technical assistance to educators.

Courses on Literacy Supports for Autism Spectrum Disorder and Assistive Technology:

These courses enhance knowledge and implementation of evidence-based practices in reading.

Multi-Tiered System of Supports (MTSS) Best Practices Modules:

These modules, delivered by certified trainers, provide structured support to improve educational outcomes.

Training on the Language-Literacy Connection for Deaf and Hard of Hearing (DHH) Children:

This training aims to improve reading instruction quality for DHH students.

Texas Lesson Study (TXLS):

This collaborative, research-based approach to lesson development and assessment helps educators refine their instructional practices.

Science of Reading (STR) Exam and Certification:

All educators that teach any grade level from prekindergarten through grade six must demonstrate proficiency in the science of teaching reading on the Science of Reading (STR) Exam.

The implementation of these practices is expected to enhance teacher effectiveness and improve reading outcomes for CWD. By equipping educators with the necessary tools and knowledge, the Texas Education Agency (TEA) anticipates progress in student reading achievement.

Provide a summary of how each evidence-based practice and activities or strategies that support its use, is intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g., behaviors), parent/caregiver outcomes, and/or child /outcomes.

The following section provides a summary of how each evidence-based practice, along with supporting activities or strategies, was intended to impact the State-identified Measurable Result (SiMR) by changing program/district policies, procedures, and practices, as well as teacher/provider behaviors, parent/caregiver outcomes, and child outcomes.

The implementation of these practices is expected to enhance teacher effectiveness and improve reading outcomes for children with disabilities (CWD). By equipping educators with the necessary tools and knowledge, the Texas Education Agency (TEA) anticipates progress in student reading achievement.

Standards-Based (SB) Individualized Education Program (IEP) Process Training and Coaching:

This practice supported educators in helping CWD achieve challenging goals aligned with the general education English language arts curriculum. It aimed to improve teacher practices and student outcomes by providing structured training and coaching, therefore improving proficiency rates. This course was offered online on TEAlearn.com., in person, and through trainers at the regional education service centers (ESCs).

Reading Trainer of Trainer (ToT) Resources:

These resources focused on how disabilities, including dyslexia, affect reading learning. They provided technical assistance to educators, aiming to improve teacher practices and enhance reading outcomes for CWD. ToT-Academics:Reading Instruction Elementary developed for education service center (ESC) staff responsible for training and implementing MTSS, specifically in the area of reading. This training ensures trainers are equipped to teach educators about the key features of an MTSS framework in reading, including the critical role of assessments and data-based decision-making.

Courses on Literacy Supports for Autism Spectrum Disorder and Assistive Technology:

These courses enhanced educators' knowledge and implementation of evidence-based practices in reading. The intended impact was to improve teacher practices and student outcomes by equipping educators with effective strategies for supporting students with autism and those requiring assistive technology.

Multi-Tiered System of Supports (MTSS) Best Practices Modules:

Delivered by certified trainers, these modules provided structured support to improve educational outcomes. They aimed to change district policies and teacher practices by promoting the use of MTSS frameworks to support all students, including CWD.

Training on the Language-Literacy Connection for Deaf and Hard of Hearing (DHH) Children:

This training aimed to improve reading instruction quality for DHH students. It focused on enhancing teacher practices and student outcomes by providing specialized strategies for teaching reading to DHH children.

Texas Lesson Study (TXLS):

This collaborative, research-based approach to lesson development and assessment helped educators refine their instructional practices. The intended impact was to improve teacher practices and student outcomes through collaborative professional development.

Science of Reading (STR) Exam and Certification:

Mandating this exam for new teacher certifications ensured that educators had a solid foundation in evidence-based reading instruction practices. The goal was to improve teacher practices and student outcomes by ensuring that new teachers are well-prepared to teach reading effectively.

Describe the data collected to monitor fidelity of implementation and to assess practice change.

Descriptions of the data collected to monitor the fidelity of implementation and to assess practice change are in this section.

To ensure the strategies are implemented as intended, a comprehensive approach to fidelity data collection will be employed. This process involve multiple methods and sources to provide a thorough evaluation of implementation practices.

Self-Assessments:

Educators and staff complete self-assessments to reflect on their understanding and application of the strategies. These assessments provide insight into individual understanding of the strategy, offering feedback to improve training.

Attendance Records:

Training attendance recorded to ensure that all participants are accounted for and to track engagement levels

Pre-Post Training Knowledge Checks:

Knowledge checks at training sessions measure the increase in participants' understanding and retention of the material. This helped assess the effectiveness of the training programs.

Science of Reading (STR) Exam Certification:

Obtaining the STR Exam certificate is a critical indicator of fidelity. This certification demonstrated that educators mastered the necessary skills and knowledge to implement evidence-based reading instruction practices effectively. Candidates must achieve a score of 240 to pass the Science of Teaching Reading (STR) Exam. The exam is composed of 90 selected-response items and 1 constructed-response question.

Anecdotal Data:

Observations from coaching sessions and direct observations of strategy implementation collected. These qualitative data points provide context and depth to the quantitative metrics, offering a more comprehensive view of how strategies are being applied in real-world settings.

Evaluation and Analysis:

The collected data analyzed to identify trends, strengths, and areas needing improvement. This analysis ensured that the strategies are being implemented with fidelity and guides any necessary adjustments to enhance their effectiveness.

Describe any additional data (e.g., progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.

Additional data was collected and analyzed to support the decision to continue the ongoing use of each evidence-based practice from three groups.

Education Service Center (ESC) Special Education (SPED) Liaisons:

SPED Liaisons, Strategic Integration Liaisons (SILs), and Lead SILs worked to improve outcomes for children with disabilities (CWD) by providing timely, targeted program support to local educational agencies (LEAs). They supported LEA teams through the integration and alignment of the Texas Education Agency (TEA) initiatives. Data on progress towards performance measures was collected monthly and quarterly through Qualtrics.

Technical Assistance (TA) Networks:

Technical Assistance (TA) Networks addressed thematic topics and included:

- Grantees who completed required grant activities
- Identified network ESC members from all 20 ESCs across the state who supported the implementation of required grant activities
- TEA special education program staff who oversaw the grants

TA Networks reported progress towards required activities and metric data quarterly via Qualtrics to the initiative's lead at the Texas Education Agency (TEA).

Education Service Centers (ESCs):

Each ESC developed a Regional Special Education Continuous Improvement Plan (SECIP). This plan identified goals based on an analysis of state targets and regional and LEA-level data. In their annual SECIP submission, each ESC established a reading goal aligned with the State Systemic Improvement Plan (SSIP). ESCs were required to monitor progress towards the state reading goal and their two additional goals. Progress was reported quarterly on activities implemented in connection with these goals.

Data collected support the decision to continue the ongoing use of evidence-based practices in several ways:

- By offering timely and targeted support, LEAs can more effectively implement evidence-based practices. This ensures that interventions are applied correctly and promptly, leading to better outcomes for CWD.
- Aligning reading goals with the SSIP ensures that local efforts are in sync with state-wide improvement plans. This alignment helps in maintaining a clear focus on priority areas and achieving consistent progress across the state. Monitoring and report progress quarterly helps in tracking the effectiveness of the implemented practices.
- Providing resources and professional development opportunities ensured that educators have the knowledge and skills necessary to improve reading outcomes for CWD.

Provide a summary of the next steps for each evidence-based practice and the anticipated outcomes to be attained during the next reporting period.

In this section, we summarize the next steps for each evidence-based practice and the anticipated outcomes to be attained during the next reporting period. The next steps for the practices include the following:

Standards-Based (SB) Individualized Education Program (IEP) Process Training and Coaching:

Training and coaching will continue to be provided to ensure educators have the skills necessary to help students with disabilities make progress on challenging goals aligned with the general education English language arts curriculum.

Reading Trainer of Trainer (ToT) Resources:

Reading Trainer of Trainer (ToT) resources will continue to be published to address how disabilities, including dyslexia, affect students' learning of reading. These resources will include information on the science of reading.

Courses on Literacy Supports for Autism Spectrum Disorder and Assistive Technology:

Three-hour courses will continue to be offered through direct instruction to enhance knowledge and implementation of evidence-based practices in reading.

Multi-Tiered System of Supports (MTSS) Best Practices Modules:

Modules related to best practices for MTSS will continue to be offered through on-demand and face-to-face training. The focus will be on training staff at the local educational agency (LEA) level to build capacity for developing and maintaining MTSS, promoting reading achievement by equipping educators with the skills and knowledge necessary to implement effective reading interventions and support systems.

Training on the Language-Literacy Connection for Deaf and Hard of Hearing (DHH) Children:

Online courses and resources will continue to be made available to all educators to increase their knowledge, understanding, and implementation of high-quality reading instruction. These resources will include evidence-based information on the skills necessary for literacy success and outline why children who are DHH may struggle with literacy achievement.

Texas Lesson Study (TXLS):

The Texas Lesson Study will continue to be offered to support student mastery, build the professionalism of teaching, and develop cultures of learning and improvement through transformative professional development processes, thereby supporting reading achievement. To support students with disabilities, TXLS content will continue integration efforts to:

- Ensure special education and special programs directors are part of the district planning team,
- Include special education teachers in the implementation of TXLS, and
- Incorporate Universal Design for Learning guidelines and differentiation with TXLS content.

Science of Reading (STR) Exam and Certification:

The STR exam will continue to be required for new teacher certifications to ensure that educators have a solid foundation in evidence-based reading instruction practices.

Does the State intend to continue implementing the SSIP without modifications? (yes/no)

YES

If yes, describe how evaluation data support the decision to implement without any modifications to the SSIP.

A review of data supported the decision to implement the State Systemic Improvement Plan (SSIP) without any modifications. The State made progress toward improving reading outcomes for children with disabilities (CWD) as measured by the State-identified Measurable Result (SIMR).

From Federal fiscal year (FFY) 2020 to FFY 2023, we have seen varying levels of progress on State of Texas Assessment of Academic Readiness (STAAR) reading assessments among CWD in grades 4, 8, and high school. In FFY 2020, we established a baseline proficiency rate of 10.85%. The following year, FFY 2021, showed significant improvement, with a proficiency rate of 15.22%, exceeding the target of 12%. In FFY 2022 and FFY 2023, there were modest increases to 15.05% and 15.83% respectively, although these rates fell short of the ambitious targets of 20% and 25%.

4th Grade Reading Proficiency:

In FFY 2020, the baseline year, 11.83% of 4th grade CWD scored at grade level or above on the STAAR English Language Arts (ELA) assessment. In FFY 2021, the reading assessment score improved significantly to 21.58%, surpassing the target of 12%. However, in FFY 2022, the percentage declined to 16.29%, which did not meet the target of 20%. In FFY 2023, there was a slight improvement to 17.81%, but it still fell short of the target of 25%. Despite not meeting the targets in the last two years, there was an overall increase in proficiency levels from FFYs 2020 to 2023.

8th Grade Reading Proficiency:

In FFY 2020, 10.04% of 8th graders scored at grade level or above on the STAAR ELA assessment. This percentage increased to 15.83% in FFY 2021, exceeding the target of 12%. In FFY 2022, there was a slight decrease to 15.22%. By FFY 2023, the percentage increased again to 15.94%. The data reflects a positive trend from FFYs 2020 to 2023 for 8th grade CWD.

High School Reading Proficiency:

In FFY 2020, 10.49% of high school CWD scored at grade level or above on the STAAR English I assessment. This percentage decreased to 9.83% in FFY 2021. In FFY 2022, the proficiency level increased to 13.91%, and in FFY 2023, it further increased to 14.03%. Although proficiency levels showed an upward trend from FFYs 2020 to 2023, the targets set for each year were not met.

The SSIP data from FFY 2020 through FFY 2023 shows progress despite some fluctuations. The positive trends highlight the effectiveness of current strategies, although continued focus is needed to sustain and enhance progress and to meet ambitious targets. A review of data supports implementing the current SIMR without changes.

Section C: Stakeholder Engagement

Description of Stakeholder Input

The Texas Education Agency (TEA) has established a comprehensive stakeholder engagement system that ensures broad, diverse, and continuous input into special education planning, implementation, and evaluation. This system follows the Texas Continuous Improvement Process (TCIP) model, which integrates annual feedback from stakeholders to improve special education services at the local, regional, and state levels. TEA collects stakeholder input through surveys, public forums, stakeholder meetings, and advisory committees, ensuring that diverse perspectives inform state priorities and decisions.

Stakeholder engagement includes parents, teachers, service providers, evaluation personnel, special education directors, district and campus administrators, Education Service Centers (ESCs), institutions of higher education, parent-support and advocacy groups, related state agencies, and other established stakeholder groups. TEA systematically reviews stakeholder group membership and seeks recommendations from internal and external entities to fill vacancies, ensuring statewide geographic and demographic representation.

Texas Continuous Improvement Steering Committee (TCISC)

The Texas Continuous Improvement Steering Committee (TCISC) is an external advisory workgroup that provides guidance on key special education issues in Texas. The purpose of this committee is to facilitate ongoing stakeholder input into the Texas Continuous Improvement Process (TCIP). The TCISC:

- Provides guidance on setting and revising State Performance Plan (SPP) indicator targets.
- Reviews and analyzes the Annual Performance Report (APR), the State Systemic Improvement Plan (SSIP), and progress on SPP indicator targets.
- Discusses statewide monitoring and general supervision activities and provides feedback to TEA to guide improvement efforts.
- Engages in discussions related to compliance and performance monitoring in Texas.

The TCISC meets quarterly to ensure that a broad range of perspectives are considered in decision-making processes related to improving results for children with disabilities (CWD) and their families.

Special Education Directors Panel

TEA also engages local special education directors through the Special Education Directors Panel, which serves as a direct feedback mechanism between LEAs and TEA. This panel includes special education directors from various LEA types, sizes, and geographic regions, ensuring representation from across Texas.

The purpose of this panel is to provide feedback on TEA initiatives and special education projects. TEA works closely with ESCs, which nominate LEA special education directors from their region to serve on the panel. This structure ensures that TEA captures first-hand input from LEA leaders regarding challenges, implementation issues, and areas of need.

The Special Education Directors Panel meets four times per year, both in-person and virtually, allowing for ongoing and accessible engagement.

Texas Continuing Advisory Committee (CAC) for Special Education

The Texas Continuing Advisory Committee (CAC) for Special Education is the state advisory panel required under the Individuals with Disabilities Education Act (IDEA). The CAC consists of 17 members appointed by the Office of the Governor, each serving staggered four-year terms, with the terms of eight or nine members expiring every two years.

The CAC plays a critical role in identifying and addressing unmet needs in the education of children with disabilities across Texas. It provides advisory input on IDEA-related issues, data reporting, compliance requirements, and policy development.

The CAC meets at least quarterly in public meetings, allowing for transparency and engagement with broader stakeholder groups. The responsibilities of the CAC include:

- Advising TEA on unmet needs in the education of children with disabilities.
- Providing public comments on proposed state rules and regulations related to special education.
- Assisting TEA in developing data reporting systems, including reports to the U.S. Secretary of Education under IDEA.
- Recommending corrective action plans in response to federal monitoring reports.
- Advising TEA on coordinating services across agencies for children with disabilities.

Additionally, the CAC plays a key role in reviewing policies related to significant disproportionality and must submit a biennial report to the Texas Legislature recommending changes to state laws and TEA rules related to special education.

Meeting dates, agendas, and minutes for the CAC are publicly available on the Continuing Advisory Committee for Special Education webpage: <https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/continuing-advisory-committee-for-special-education-cac-meeting-dates-agendas-and-minutes>.

Expanding Opportunities for Parent and Community Engagement

TEA is committed to ensuring parents and families are actively engaged in special education planning and decision-making. TEA partners with parent

organizations, advocacy groups, and community stakeholders to provide training, outreach, and resources to empower parents as key partners in the educational process.

TEA facilitates public input sessions, statewide surveys, and stakeholder advisory meetings to gather feedback from families on special education policies, practices, and improvement strategies. This engagement helps ensure that Texas parents play an active role in shaping IDEA implementation and improving outcomes for children with disabilities (CWD).

Summary

TEA's stakeholder engagement system ensures ongoing, structured opportunities for input from parents, educators, and community members. Through advisory groups such as the TCISC, Special Education Directors Panel, and the CAC, TEA gathers feedback, develops improvement strategies, and evaluates progress toward improving special education services. These mechanisms help strengthen IDEA implementation, enhance parent engagement, and drive continuous improvement across Texas.

Describe the specific strategies implemented to engage stakeholders in key improvement efforts.

The following section outlines the key strategies achieved by the Texas Education Agency (TEA) from July 2023 to June 2024 to engage stakeholders. These efforts focused on aligning regional goals and activities with the State Systemic Improvement Plan (SSIP) and the Theory of Action, enhancing the capacity of education service centers (ESCs), and supporting local educational agencies (LEAs) in improving outcomes for children with disabilities (CWD). The timeline highlights the collaborative efforts, feedback mechanisms, and ongoing support provided to ensure the successful implementation of the State Systemic Improvement Plan (SSIP) improvement efforts. Additionally, it includes engagements with the Special Education (SPED) Director Panel and the Texas Continuous Improvement Steering Committee (TCISC) to gather valuable feedback and address any emerging needs.

July 2023

All 20 ESCs met the deadline for approval of 2023-24 regional goals and activities aligned with the SSIP and Theory of Action. They identified the State-identified Measurable Result (SIMR) as their first 2023-24 regional goal and aligned their special education (SPED) Team activities to at least three of the four Key Strands of Action from the Theory of Action document.

July-August 2023

ESCs provided their identified activities for the Key Strands of Action in a collaborative document and added questions where resources or support were still needed.

September 2023

The TEA Office of Special Populations and Strategic Supports (OSPSS staff) collected a list of aligned activities and feedback from two external stakeholder groups (SPED Director Panel and Texas Continuous Improvement Steering Committee (TCISC)) to identify any questions or needs aligned with TEA's or the ESCs' requirements within the Theory of Action and Key Strands of Action. Additional presentations and discussions occurred from October 2023 to June 2024 to keep ESCs updated on TEA initiatives aligned with SSIP, offer additional support, and receive feedback on awareness, usage, and implementation efforts throughout the state.

October 2023

Aligned activities identified by TEA OSPSS staff and feedback from stakeholder groups were presented to ESC SPED Directors at an in-person meeting. This aimed to increase ESCs' capacity to align work with existing resources and identified needs for ongoing action and data collection to support their quarterly engagements with TEA around SSIP progress.

August 2023, November 2023, February 2024, May 2024

SSIP resources and showcases were highlighted quarterly in TEA's SPED Newsletter, reaching approximately 61,500 subscribers per newsletter.

November 2023, February 2024, May 2024, August 2024

Quarterly engagements with ESC SPED Directors were held to identify progress on Key Strands of Action, ESC team activities, and data being collected throughout the year. These meetings allowed TEA OSPSS staff to troubleshoot barriers and celebrate progress with ESCs.

February 2024, June 2024

The TEA OSPSS staff engaged with ESC SPED Directors at in-person meetings to further strengthen the capacity of ESCs in their areas of influence to support LEAs in improving reading achievement for students with disabilities.

Were there any concerns expressed by stakeholders during engagement activities? (yes/no)

NO

Additional Implementation Activities

List any activities not already described that the State intends to implement in the next fiscal year that are related to the SIMR.

Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SIMR.

Describe any newly identified barriers and include steps to address these barriers.

Provide additional information about this indicator (optional).

17 - Prior FFY Required Actions

None

17 - OSEP Response

17 - Required Actions

Indicator 18: General Supervision

Instructions and Measurement

Monitoring Priority: General Supervision

Compliance indicator: This SPP/APR indicator focuses on the State's exercise of its general supervision responsibility to monitor its local educational agencies (LEAs) for requirements under Part B of the Individuals with Disabilities Education Act (IDEA) through the State's reporting on timely correction of noncompliance (20 U.S.C. 1412(a)(11) and 1416(a); and 34 C.F.R. §§ 300.149, 300.600). In reporting on findings under this indicator, the State must include findings from data collected through all components of the State's general supervision system that are used to identify noncompliance. This includes, but is not limited to, information collected through State monitoring, State database/data system, dispute resolution, and fiscal management systems as well as other mechanisms through which noncompliance is identified by the State.

Data Source

The State must include findings from data collected through all components of the State's general supervision system that are used to identify noncompliance. This includes, but is not limited to, information collected through State monitoring, State database/data system, dispute resolution, and fiscal management systems as well as other mechanisms through which noncompliance is identified by the State. Provide the actual numbers used in the calculation. Include all findings of noncompliance regardless of the specific type and extent of noncompliance.

Measurement

This SPP/APR indicator requires the reporting on the percent of findings of noncompliance corrected within one year of identification:

- # of findings of noncompliance issued the prior Federal fiscal year (FFY) (e.g., for the FFY 2023 submission, use FFY 2022, July 1, 2022 – June 30, 2023)
- # of findings of noncompliance the State verified were corrected no later than one year after the State's written notification of findings of noncompliance.

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

States are required to complete the General Supervision Data Table within the online reporting tool.

Instructions

Baseline Data: The State must provide baseline data expressed as a percentage. OSEP assumes that the State's FFY 2023 data for this indicator is the State's baseline data unless the State provides an explanation for using other baseline data.

Targets must be 100%.

Report in Column A the total number of findings of noncompliance made in FFY 2022 (July 1, 2022 – June 30, 2023) and report in Column B the number of those findings which were timely corrected, as soon as possible and in no case later than one year after the State's written notification of noncompliance.

Starting with the FFY 2023 SPP/APR, States will be required to report on the correction of noncompliance related to compliance indicators 4B, 9, 10, 11, 12, and 13 based on findings issued in FFY 2022. Under each compliance indicator, States report on the correction of noncompliance for that specific indicator. However, in this general supervision Indicator 18, States report on both those findings as well as any additional findings that the State issued related to that compliance indicator.

In the last row of this General Supervision Data Table, States may also provide additional information related to other findings of noncompliance that are not specific to the compliance indicators. This row would include reporting on all other findings of noncompliance that were not reported by the State under the compliance indicators listed below (e.g., Results indicators (including related requirements), Fiscal, Dispute Resolution, etc.). In future years (e.g., with the FFY 2026 SPP/APR), States may be required to further disaggregate findings by results indicators (1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17), fiscal and other areas.

If the State did not ensure timely correction of previous findings of noncompliance, provide information on the nature of any continuing noncompliance and the actions that have been taken, or will be taken, to ensure the subsequent correction of the outstanding noncompliance, to address areas in need of improvement, and any sanctions or enforcement actions used, as necessary and consistent with IDEA's enforcement provisions, the OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), and State rules.

18 - Indicator Data

Historical Data

Baseline Year	Baseline Data
2023	96.54%

Targets

FFY	2023	2024	2025
Target	100%	100%	100%

Indicator 4B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, 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, as defined by the State, 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))

Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
0	11	0	11	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 4B due to various factors (e.g., additional findings related to other IDEA requirements).

Differences in the number of findings resulted from additional findings of noncompliance identified in Federal fiscal year (FFY) 2022 that were issued based on other IDEA requirements but were related to the requirements of Indicator 4B as defined in the USDE's Part B State Performance Plan/Annual Performance Report (SPP/APR) Related Requirements document. Whereas specific Indicator 4B findings are tied to information from a state database, these additional findings of noncompliance and associated corrective actions arose from general supervision and monitoring activities (scheduled cyclical monitoring) and dispute resolution (complaints and due process hearings).

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on updated data:

The Texas Education Agency's (TEA's) Department of General Supervision and monitoring, in the Office of Special Populations and Student Supports, notified 8 local educational agencies (LEAs) of a total of 11 findings of noncompliance with Federal fiscal year (FFY) 2022 Indicator 4B related requirements with due dates for the completion of corrective action plans (CAPs) one year after the date of the noncompliance findings. TEA required LEAs to submit a CAP if noncompliance was found. Monitoring staff in the Divisions of Review and Support or Complaints and Directed Supports reviewed the CAP, updated data, and completed documentation to determine if the LEA was implementing the appropriate regulatory requirements and had corrected any noncompliance findings.

TEA took the following actions for each LEA:

- LEAs policies and procedures were reviewed
 - The correspondence where noncompliance was identified was reviewed
 - The Special Education Correspondence and Dispute Resolution Management System (CDRMS) application was reviewed for any substantiated findings in the same regulatory requirement
 - Scheduled phone conferences with the LEA
 - Requested evidence of training by requiring the LEA to submit agendas and sign in sheets for each individual case of noncompliance
 - Completed progress check ins (monthly reviews) held with the LEA to discuss progress towards meeting noncompliance goals and offer technical assistance and support where appropriate and available
 - Created a timeline for submissions and planned out the process based on their needs, as well as meeting the federal one-year timeline
- Followed up with two modes of communication with the LEA via email summarizing the conversation and provided LEA resources including
- Steps Required to Correct Noncompliance, the Noncompliance Verification Rubric, and provided an opportunity for questions and support
 - Collected and organized all documentation as evidence

After receiving the requested documentation for the noncompliance finding, all documentation was reviewed, and a determination was made whether compliance had been met. This determination ensured that each LEA was correctly implementing the specific regulatory requirements based on a review of additional records subsequently collected through monitoring (systemic compliance) and has corrected each individual case of child-specific noncompliance, unless the child is no longer within the jurisdiction of the LEA. Lastly, the Texas Education Agency (TEA) verified that no outstanding corrective action existed regarding complaints or due process hearing decisions for children at the LEA.

Through the activities and evidence described above, TEA verified that each of the 8 LEAs responsible for these 11 noncompliance findings (resulting from state monitoring and dispute resolution) are correctly implementing the specific and relevant regulatory requirements (i.e., achieved 100% compliance with the relevant IDEA requirements).

Please describe, consistent with OSEP QA 23-01, how the State verified that each individual case of noncompliance was corrected:

Local educational agencies (LEAs) were required to submit student-level data specific to each finding of noncompliance. Monitoring staff in the Divisions of Review and Support and Complaints and Directed Supports reviewed the updated data and documentation to determine if each individual case of noncompliance was corrected and to verify whether systemic corrections were made to ensure the LEA was implementing the appropriate regulatory requirements related to Indicator 4B.

The Texas Education Agency (TEA) took the following actions for each LEA:

- Reviewed the correspondence where noncompliance was identified
- Requested student level evidence of correction for each individual case of noncompliance, records showing evidence of IEP correction and compensatory services discussed and/or offered, and reviewed documentation to ensure correction at the student level
- Cross-referenced with the Special Education Correspondence and Dispute Resolution Management System application for any substantiated findings that should be considered when reviewing student level information for the LEA
- Scheduled phone conferences with the LEA
- Requested evidence of training by requiring the LEA to submit agendas and sign-in sheets for each individual case of noncompliance
- Completed progress check-ins with the LEA to discuss progress toward meeting noncompliance goals and offer technical assistance or support, where appropriate
- Created a timeline for submissions and planned out the process based on their needs, as well as meeting the federal one-year timeline
- Followed up with two modes of communication with the LEA via email summarizing the conversation, provided the LEA with the "LEA Steps Required

to Correct Noncompliance, Noncompliance Verification Rubric,” and provided an opportunity for questions and support

- Collected and organized all documentation as evidence

After receiving all the requested documentation for the citation(s), all documentation was reviewed, and a determination was made whether compliance had been met. The TEA verified that each of the 8 LEAs with one or more of the 11 corrected noncompliance findings reflected in the data the Texas Education Agency (TEA) reported for this indicator has completed the required action with 100% compliance unless the child was no longer within the jurisdiction of the LEA consistent with QA 23-01.

Indicator 9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
0	8	0	8	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 9 due to various factors (e.g., additional findings related to other IDEA requirements).

Differences in the number of findings resulted from additional findings of noncompliance identified in Federal fiscal year (FFY) 2022 that were issued based on other IDEA requirements but were related to the requirements of Indicator 9 as defined in the USDE’s “Part B State Performance Plan/Annual Performance Report (SPP/APR) Related Requirements” document. Whereas specific Indicator 9 findings are tied to information from a state database, each of these additional findings of noncompliance and associated corrective actions arose from dispute resolution (complaints).

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on updated data:

The Texas Education Agency’s (TEA’s) Department of General Supervision and monitoring, in the Office of Special Populations and Student Supports, notified 8 local educational agencies (LEAs) of noncompliance with Federal fiscal year (FFY) 2022 Indicator 9 related requirements with due dates for the completion of corrective action plans (CAPs) one year after the date of the noncompliance findings. TEA required LEAs to submit a CAP if noncompliance was found. Monitoring staff in the Division of Complaints and Directed Supports reviewed the CAP, updated data, and completed documentation to determine if the LEA was implementing the appropriate regulatory requirements and had corrected any noncompliance findings.

TEA took the following actions for each LEA:

- LEAs policies and procedures were reviewed
 - The correspondence where noncompliance was identified was reviewed
 - The Special Education Correspondence and Dispute Resolution Management System (CDRMS) application was reviewed for any substantiated findings in the same regulatory requirement
 - Scheduled phone conferences with the LEA
 - Requested evidence of training by requiring the LEA to submit agendas and sign in sheets for each individual case of noncompliance
 - Completed progress check ins (monthly reviews) held with the LEA to discuss progress towards meeting noncompliance goals and offer technical assistance and support where appropriate and available
 - Created a timeline for submissions and planned out the process based on their needs, as well as meeting the federal one-year timeline
- Followed up with two modes of communication with the LEA via email summarizing the conversation and provided LEA resources including
- Steps Required to Correct Noncompliance, the Noncompliance Verification Rubric, and provided an opportunity for questions and support
 - Collected and organized all documentation as evidence

After receiving the requested documentation for the noncompliance finding, all documentation was reviewed, and a determination was made whether compliance had been met. This determination ensured that each LEA was correctly implementing the specific regulatory requirements based on a review of additional records subsequently collected through monitoring (systemic compliance) and has corrected each individual case of child-specific noncompliance, unless the child is no longer within the jurisdiction of the LEA. Lastly, the TEA verified that no outstanding corrective action existed regarding complaints or due process hearing decisions for children at the LEA.

Through the activities described, TEA’s Division of Complaints and Directed Supports gathered and documented evidence to verify that each of the 8 LEAs with noncompliance reflected in the data the TEA reported had corrected the concerns found through the investigation of complaints and are correctly implementing the specific regulatory requirements relevant to IDEA requirements related to Indicator 9.

Please describe, consistent with OSEP QA 23-01, how the State verified that each individual case of noncompliance was corrected:

Local educational agencies (LEAs) were required to submit student-level data specific to each finding of noncompliance. Monitoring staff in the Division of Complaints and Directed Supports reviewed the updated data and documentation to determine if each individual case of noncompliance was corrected and to verify whether systemic corrections were made to ensure the LEA was implementing the appropriate regulatory requirements related to Indicator 9.

The Texas Education Agency (TEA) took the following actions for each LEA:

- Reviewed the correspondence where noncompliance was identified
- Requested student level evidence of correction for each individual case of noncompliance, records showing evidence of IEP correction and compensatory services discussed and/or offered, and reviewed documentation to ensure correction at the student level
- Cross-referenced with the Special Education Correspondence and Dispute Resolution Management System application for any substantiated findings that should be considered when reviewing student level information for the LEA
- Scheduled phone conferences with the LEA
- Requested evidence of training by requiring the LEA to submit agendas and sign-in sheets for each individual case of noncompliance
- Completed progress check-ins with the LEA to discuss progress toward meeting noncompliance goals and offer technical assistance or support, where appropriate
- Created a timeline for submissions and planned out the process based on their needs, as well as meeting the federal one-year timeline
- Followed up with two modes of communication with the LEA via email summarizing the conversation, provided the LEA with the "LEA Steps Required to Correct Noncompliance, Noncompliance Verification Rubric," and provided an opportunity for questions and support
- Collected and organized all documentation as evidence

After receiving all the requested documentation for the citation(s), all documentation was reviewed, and a determination was made whether compliance had been met. The TEA verified that each of the 8 LEAs with noncompliance identified in the data the TEA reported related to complaints and dispute resolution has completed the required actions to remediate the results of noncompliant evaluation procedures with 100% compliance unless the child was no longer within the jurisdiction of the LEA, consistent with QA 23-01.

Indicator 10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
0	20	0	20	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 10 due to various factors (e.g., additional findings related to other IDEA requirements).

Differences in the number of findings resulted from additional findings of noncompliance identified in Federal fiscal year (FFY) 2022 that were issued based on other IDEA requirements but were related to the requirements of Indicator 10 as defined in the USDE's "Part B State Performance Plan/Annual Performance Report (SPP/APR) Related Requirements" document. Whereas specific Indicator 10 findings are tied to information from a state database, these additional findings of noncompliance and associated corrective actions arose from general supervision and monitoring activities (scheduled cyclical monitoring and risk-based targeted monitoring).

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on updated data:

The Texas Education Agency's (TEA's) Department of General Supervision and monitoring, in the Office of Special Populations and Student Supports, notified 8 local educational agencies (LEAs) of a total of 20 noncompliance findings with Federal fiscal year (FFY) 2022 Indicator 10 related requirements with due dates for the completion of corrective action plans (CAPs) one year after the date of the noncompliance findings. TEA required LEAs to submit a CAP if noncompliance was found. Monitoring staff in the Division of Review and Support reviewed the CAP, updated data, and completed documentation to determine if the LEA was implementing the appropriate regulatory requirements and had corrected any noncompliance findings.

TEA took the following actions for each LEA:

- LEAs policies and procedures were reviewed
 - The correspondence where noncompliance was identified was reviewed
 - The Special Education Correspondence and Dispute Resolution Management System (CDRMS) application was reviewed for any substantiated findings in the same regulatory requirement
 - Scheduled phone conferences with the LEA
 - Requested evidence of training by requiring the LEA to submit agendas and sign in sheets for each individual case of noncompliance
 - Completed progress check ins (monthly reviews) held with the LEA to discuss progress towards meeting noncompliance goals and offer technical assistance and support where appropriate and available
 - Created a timeline for submissions and planned out the process based on their needs, as well as meeting the federal one-year timeline
- Followed up with two modes of communication with the LEA via email summarizing the conversation and provided LEA resources including
- Steps Required to Correct Noncompliance, the Noncompliance Verification Rubric, and provided an opportunity for questions and support
 - Collected and organized all documentation as evidence

After receiving the requested documentation for the noncompliance finding, all documentation was reviewed, and a determination was made whether compliance had been met. This determination ensured that each LEA was correctly implementing the specific regulatory requirements based on a review of additional records subsequently collected through monitoring (systemic compliance) and has corrected each individual case of child-specific

noncompliance, unless the child is no longer within the jurisdiction of the LEA. Lastly, the TEA verified that no outstanding corrective action existed regarding complaints or due process hearing decisions for children at the LEA.

The TEA verified that each of the 8 LEAs with corrected noncompliance reflected in the data the TEA reported related to Indicator 10 is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance with the relevant IDEA requirements) related to appropriate identification with respect to race/ethnicity and disability category.

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case of noncompliance* was corrected:

Local educational agencies (LEAs) were required to submit student-level data specific to each finding of noncompliance. Monitoring staff in the Division of Complaints and Directed Supports reviewed the updated data and documentation to determine if each individual case of noncompliance was corrected and to verify whether systemic corrections were made to ensure the LEA was implementing the appropriate regulatory requirements related to Indicator 10.

The Texas Education Agency (TEA) took the following actions for each LEA:

- Reviewed the correspondence where noncompliance was identified
- Requested student level evidence of correction for each individual case of noncompliance, records showing evidence of IEP correction and compensatory services discussed and/or offered, and reviewed documentation to ensure correction at the student level
- Cross-referenced with the Special Education Correspondence and Dispute Resolution Management System application for any substantiated findings that should be considered when reviewing student level information for the LEA
- Scheduled phone conferences with the LEA
- Requested evidence of training by requiring the LEA to submit agendas and sign-in sheets for each individual case of noncompliance
- Completed progress check-ins with the LEA to discuss progress toward meeting noncompliance goals and offer technical assistance or support, where appropriate
- Created a timeline for submissions and planned out the process based on their needs, as well as meeting the federal one-year timeline
- Followed up with two modes of communication with the LEA via email summarizing the conversation, provided the LEA with the "LEA Steps Required to Correct Noncompliance, Noncompliance Verification Rubric," and provided an opportunity for questions and support
- Collected and organized all documentation as evidence

After receiving all the requested documentation for the citation(s), all documentation was reviewed, and a determination was made whether compliance had been met. The TEA verified that each of these 20 noncompliance findings within the 8 identified LEAs was corrected and reflected in the updated data the TEA collected related to Indicator 10 by completing the required actions to remediate any inappropriate identification with respect to race/ethnicity and disability category with 100% compliance unless the child was no longer within the jurisdiction of the LEA consistent with QA 23-01.

Indicator 11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. (20 U.S.C. 1416(a)(3)(B))

Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
116	50	111	50	5

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 11 due to various factors (e.g., additional findings related to other IDEA requirements).

Differences in the number of findings resulted from additional findings of noncompliance identified in Federal fiscal year (FFY) 2022 that were issued based on other IDEA requirements but were related to the requirements of Indicator 11 as defined in the USDE's "Part B State Performance Plan/Annual Performance Report (SPP/APR) Related Requirements" document. Whereas specific Indicator 11 findings are tied to information from a state database, these additional findings of noncompliance and associated corrective actions arose from general supervision and monitoring activities (scheduled cyclical monitoring, risk-based targeted monitoring, and intensive support processes) and dispute resolution (complaints and due process hearings).

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on updated data:

The Texas Education Agency's (TEA's) Department of General Supervision and Monitoring, in the Office of Special Populations and Student Supports, notified local educational agencies (LEAs) of noncompliance with Federal fiscal year (FFY) 2022 Indicator 11 related requirements with due dates for the completion of corrective action plans (CAPs) one year after the date of the noncompliance findings. TEA required LEAs to submit a CAP when noncompliance was found. Monitoring staff in the Divisions of Review and Support or Complaints and Directed Supports reviewed the CAP, updated data, and completed documentation to determine if the LEA was implementing the appropriate regulatory requirements and had corrected these noncompliance findings. For FFY 2022, 116 LEAs were found to have less than 100% compliance regarding timely initial evaluations as reported through the state database; an additional 50 findings of noncompliance related to initial evaluation procedures were made within 28 distinct LEAs in the course of state monitoring activities.

TEA took the following actions for each LEA:

- LEAs policies and procedures were reviewed

- The correspondence where noncompliance was identified was reviewed
 - The Special Education Correspondence and Dispute Resolution Management System (CDRMS) application was reviewed for any substantiated findings in the same regulatory requirement
 - Scheduled phone conferences with the LEA
 - Requested evidence of training by requiring the LEA to submit agendas and sign in sheets for each individual case of noncompliance
 - Completed progress check ins (monthly reviews) held with the LEA to discuss progress towards meeting noncompliance goals and offer technical assistance and support where appropriate and available
 - Created a timeline for submissions and planned out the process based on their needs, as well as meeting the federal one-year timeline
- Followed up with two modes of communication with the LEA via email summarizing the conversation and provided LEA resources including
- Steps Required to Correct Noncompliance, the Noncompliance Verification Rubric, and provided an opportunity for questions and support
 - Collected and organized all documentation as evidence

After receiving the requested documentation for the noncompliance finding, all documentation was reviewed, and a determination was made whether compliance had been met. This determination showed that each of the 28 LEAs with one or more of the 50 monitoring-based noncompliance findings is correctly implementing the specific regulatory requirements, based on a review of additional records subsequently collected through monitoring (systemic compliance), and has corrected each individual case of child-specific noncompliance, unless the child is no longer within the jurisdiction of the LEA. However, 5 of the 116 LEAs found noncompliant through the state database did not provide sufficient documentation within one year of notification for TEA to verify systemic corrections and were determined to have a status of continuing noncompliance, were subject to additional oversight and sanctions under relevant sections of the Texas Administrative Code and were required to engage in additional intensive monitoring activities. To date, 4 of these LEAs have been verified to have been subsequently corrected, while 1 LEA remains engaged with TEA in ongoing corrective actions to ensure that compliance is achieved and appropriately documented. No outstanding corrective actions existed regarding complaints or due process hearing decisions for children at these LEAs.

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case of noncompliance* was corrected:

Local educational agencies (LEAs) were required to submit student-level data specific to each finding of noncompliance. Monitoring staff in the Divisions of Review and Support and Complaints and Directed Supports reviewed the updated data and documentation to determine if each individual case of noncompliance was corrected and to verify whether systemic corrections were made to ensure the LEA was implementing the appropriate regulatory requirements related to Indicator 11.

The Texas Education Agency (TEA) took the following actions for each LEA:

- Reviewed the correspondence where noncompliance was identified
- Requested student level evidence of correction for each individual case of noncompliance, records showing evidence of IEP correction and compensatory services discussed and/or offered, and reviewed documentation to ensure correction at the student level
- Cross-referenced with the Special Education Correspondence and Dispute Resolution Management System application for any substantiated findings that should be considered when reviewing student level information for the LEA
- Scheduled phone conferences with the LEA
- Requested evidence of training by requiring the LEA to submit agendas and sign-in sheets for each individual case of noncompliance
- Completed progress check-ins with the LEA to discuss progress toward meeting noncompliance goals and offer technical assistance or support, where appropriate
- Created a timeline for submissions and planned out the process based on their needs, as well as meeting the federal one-year timeline
- Followed up with two modes of communication with the LEA via email summarizing the conversation, provided the LEA with the "LEA Steps Required to Correct Noncompliance, Noncompliance Verification Rubric," and provided an opportunity for questions and support
- Collected and organized all documentation as evidence

After receiving all the requested documentation for the citation(s), all documentation was reviewed, and a determination was made whether compliance had been met. The TEA verified that 161 noncompliance findings reflected in the data the TEA collected for Indicator 11 and related requirements were corrected as a result of completing the required corrective actions within one year of notification, and that 4 of the remaining noncompliance findings were subsequently corrected; 1 noncompliance finding remains uncorrected, with the LEA participating in ongoing interventions with TEA monitoring personnel. In cases of student-level noncompliance related to timely initial evaluation, LEAs provided documentation of IEP correction, including but not limited to discussion and/or provision of compensatory services, unless the child was no longer within the jurisdiction of the LEA consistent with QA 23-01.

Indicator 12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
7	18	7	18	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 12 due to various factors (e.g., additional findings related to other IDEA requirements).

Differences in the number of findings resulted from additional findings of noncompliance identified in Federal fiscal year (FFY) 2022 that were issued based on other IDEA requirements but were related to the requirements of Indicator 12 as defined in the USDE's "Part B State Performance Plan/Annual Performance Report (SPP/APR) Related Requirements" document. Whereas specific Indicator 12 findings are tied to information from a state database, these additional findings of noncompliance and associated corrective actions arose from general supervision and monitoring activities (scheduled cyclical monitoring) and dispute resolution (complaints and due process hearings).

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on updated data:

The Texas Education Agency's (TEA's) Department of General Supervision and Monitoring, in the Office of Special Populations and Student Supports, notified local educational agencies (LEAs) of noncompliance with Federal fiscal year (FFY) 2022 Indicator 12 related requirements with due dates for corrective action plans (CAPs) one year after the date of the noncompliance findings. TEA required LEAs to submit a CAP if noncompliance was found. Monitoring staff in the Divisions of Review and Support or Complaints and Directed Supports reviewed the CAP, updated data, and completed documentation to determine if the LEA was implementing the appropriate regulatory requirements and had corrected any noncompliance findings. For FFY 2022, 7 LEAs were found to have less than 100% compliance regarding timely early childhood transitions as reported through the state database; an additional 18 findings of noncompliance related to early childhood transition procedures were made within 15 distinct LEAs in the course of state monitoring activities.

TEA took the following actions for each LEA:

- LEAs policies and procedures were reviewed
 - The correspondence where noncompliance was identified was reviewed
 - The Special Education Correspondence and Dispute Resolution Management System (CDRMS) application was reviewed for any substantiated findings in the same regulatory requirement
 - Scheduled phone conferences with the LEA
 - Requested evidence of training by requiring the LEA to submit agendas and sign in sheets for each individual case of noncompliance
 - Completed progress check ins (monthly reviews) held with the LEA to discuss progress towards meeting noncompliance goals and offer technical assistance and support where appropriate and available
 - Created a timeline for submissions and planned out the process based on their needs, as well as meeting the federal one-year timeline
- Followed up with two modes of communication with the LEA via email summarizing the conversation and provided LEA resources including
- Steps Required to Correct Noncompliance, the Noncompliance Verification Rubric, and provided an opportunity for questions and support
 - Collected and organized all documentation as evidence

After receiving the requested documentation for the noncompliance finding, all documentation was reviewed, and a determination was made whether compliance had been met. This determination ensured that each LEA was correctly implementing the specific regulatory requirements based on a review of additional records subsequently collected through monitoring (systemic compliance) and has corrected each individual case of child-specific noncompliance, unless the child is no longer within the jurisdiction of the LEA. Lastly, the TEA verified that no outstanding corrective action existed regarding complaints or due process hearing decisions for children at the LEA.

The TEA verified that each LEA with corrected noncompliance reflected in the data the TEA collected through the state database, monitoring activities, and dispute resolution processes for Indicator 12 and related requirements is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance with the relevant IDEA requirements).

Please describe, consistent with OSEP QA 23-01, how the State verified that each individual case of noncompliance was corrected:

Local educational agencies (LEAs) were required to submit student-level data specific to each finding of noncompliance. Monitoring staff in the Divisions of Review and Support and Complaints and Directed Supports reviewed the updated data and documentation to determine if each individual case of noncompliance was corrected and to verify whether systemic corrections were made to ensure the LEA was implementing the appropriate regulatory requirements related to Indicator 12.

The Texas Education Agency (TEA) took the following actions for each LEA:

- Reviewed the correspondence where noncompliance was identified
- Requested student level evidence of correction for each individual case of noncompliance, records showing evidence of IEP correction and compensatory services discussed and/or offered, and reviewed documentation to ensure correction at the student level
- Cross-referenced with the Special Education Correspondence and Dispute Resolution Management System application for any substantiated findings that should be considered when reviewing student level information for the LEA
- Scheduled phone conferences with the LEA
- Requested evidence of training by requiring the LEA to submit agendas and sign-in sheets for each individual case of noncompliance
- Completed progress check-ins with the LEA to discuss progress toward meeting noncompliance goals and offer technical assistance or support, where appropriate
- Created a timeline for submissions and planned out the process based on their needs, as well as meeting the federal one-year timeline
- Followed up with two modes of communication with the LEA via email summarizing the conversation, provided the LEA with the "LEA Steps Required to Correct Noncompliance, Noncompliance Verification Rubric," and provided an opportunity for questions and support
- Collected and organized all documentation as evidence

After receiving all the requested documentation for the citation(s), all documentation was reviewed, and a determination was made whether compliance had been met. The TEA verified that each of the 25 noncompliance findings reflected in the data the TEA collected for Indicator 12 and related requirements was corrected by completing the required actions with 100% compliance. In cases of student-level noncompliance related to timely early childhood transition, LEAs provided documentation of IEP correction, including but not limited to discussion and/or provision of compensatory services, unless the child was no longer within the jurisdiction of the LEA consistent with QA 23-01.

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

Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected)
12	105	10	100	7

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 13 due to various factors (e.g., additional findings related to other IDEA requirements).

Differences in the number of findings resulted from additional findings of noncompliance identified in Federal fiscal year (FFY) 2022 that were issued based on other IDEA requirements but were related to the requirements of Indicator 13 as defined in the USDE's "Part B State Performance Plan/Annual Performance Report (SPP/APR) Related Requirements" document. Whereas specific Indicator 13 findings are tied to information from a state database, these additional findings of noncompliance and associated corrective actions arose from general supervision and monitoring activities (scheduled cyclical monitoring, risk-based targeted monitoring, and intensive support processes).

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on updated data:

The Texas Education Agency's (TEA's) Department of General Supervision and Monitoring, in the Office of Special Populations and Student Supports, notified local educational agencies (LEAs) of noncompliance with Federal fiscal year (FFY) 2022 Indicator 13 related requirements with due dates for the completion of corrective action plans (CAPs) one year after the date of the noncompliance findings. TEA required LEAs to submit a CAP if noncompliance was found. Monitoring staff in the Division of Review and Support reviewed the CAP, updated data, and completed documentation to determine if the LEA was implementing the appropriate regulatory requirements and had corrected any noncompliance findings. For FFY 2022, 12 LEAs were found to have less than 100% compliance regarding secondary transition as reported through the state database; an additional 105 findings of noncompliance related to secondary transition procedures were made within 42 distinct LEAs in the course of state monitoring activities.

TEA took the following actions for each LEA:

- LEAs policies and procedures were reviewed
 - The correspondence where noncompliance was identified was reviewed
 - The Special Education Correspondence and Dispute Resolution Management System (CDRMS) application was reviewed for any substantiated findings in the same regulatory requirement
 - Scheduled phone conferences with the LEA
 - Requested evidence of training by requiring the LEA to submit agendas and sign in sheets for each individual case of noncompliance
 - Completed progress check ins (monthly reviews) held with the LEA to discuss progress towards meeting noncompliance goals and offer technical assistance and support where appropriate and available
 - Created a timeline for submissions and planned out the process based on their needs, as well as meeting the federal one-year timeline
- Followed up with two modes of communication with the LEA via email summarizing the conversation and provided LEA resources including
- Steps Required to Correct Noncompliance, the Noncompliance Verification Rubric, and provided an opportunity for questions and support
 - Collected and organized all documentation as evidence

After receiving the requested documentation for the noncompliance findings, all documentation was reviewed, and a determination was made whether compliance had been met. This determination showed that 10 LEAs with noncompliance findings identified through the state database are correctly implementing the specific regulatory requirements, based on a review of additional records subsequently collected through monitoring (systemic compliance), and has corrected each individual case of child-specific noncompliance, unless the child is no longer within the jurisdiction of the LEA, within one year of notification; 2 LEAs were verified to have subsequently corrected the noncompliance after the initial one-year timeline. Similarly, 40 LEAs having 100 of the 105 monitoring-based noncompliance findings were verified, based on TEA's review of required documentation, to have corrected the noncompliance identified and to be correctly implementing regulatory requirements related to Indicator 13 within one year of notification; 1 LEA with 4 of the monitoring-based noncompliance findings was verified to have subsequently corrected the noncompliance after the initial one-year timeline; and 1 LEA remains engaged with TEA in ongoing corrective actions to ensure that compliance is achieved and appropriately documented. No outstanding corrective actions existed regarding complaints or due process hearing decisions for children at these LEAs.

Please describe, consistent with OSEP QA 23-01, how the State verified that each individual case of noncompliance was corrected:

Local educational agencies (LEAs) were required to submit student-level data specific to each finding of noncompliance. Monitoring staff in the Divisions of Review and Support and Complaints and Directed Supports reviewed the updated data and documentation to determine if each individual case of noncompliance was corrected and to verify whether systemic corrections were made to ensure the LEA was implementing the appropriate regulatory requirements related to Indicator 13.

The Texas Education Agency (TEA) took the following actions for each LEA:

- Reviewed the correspondence where noncompliance was identified
- Requested student level evidence of correction for each individual case of noncompliance, records showing evidence of IEP correction and compensatory services discussed and/or offered, and reviewed documentation to ensure correction at the student level
- Cross-referenced with the Special Education Correspondence and Dispute Resolution Management System application for any substantiated findings that should be considered when reviewing student level information for the LEA.
- Scheduled phone conferences with the LEA
- Requested evidence of training by requiring the LEA to submit agendas and sign-in sheets for each individual case of noncompliance
- Completed progress check-ins with the LEA to discuss progress toward meeting noncompliance goals and offer technical assistance or support, where appropriate
- Created a timeline for submissions and planned out the process based on their needs, as well as meeting the federal one-year timeline
- Followed up with two modes of communication with the LEA via email summarizing the conversation, provided the LEA with the "LEA Steps Required to Correct Noncompliance, Noncompliance Verification Rubric," and provided an opportunity for questions and support
- Collected and organized all documentation as evidence

After receiving all the requested documentation for the citation(s), all documentation was reviewed, and a determination was made whether compliance had been met. The TEA verified that 110 noncompliance findings reflected in the data the TEA collected for Indicator 13 and related requirements were corrected as a result of completing the required corrective actions within one year of notification, and that 6 of the remaining noncompliance findings were subsequently corrected; 1 noncompliance finding remains uncorrected, with the LEA participating in ongoing interventions with TEA monitoring personnel. In cases of student-level noncompliance related to secondary transition, LEAs provided documentation of IEP correction (with all required members of Admission, Review, and Dismissal Committees present), including but not limited to discussion and/or provision of compensatory services, unless the child was no longer within the jurisdiction of the LEA consistent with QA 23-01.

Optional for FFY 2023, 2024, and 2025:

Other Areas - All other findings: States may report here on all other findings of noncompliance that were not reported under the compliance indicators listed above (e.g., Results indicators (including related requirements), Fiscal, Dispute Resolution, etc.).

Column B: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Column B for which correction was not completed or timely corrected
0	0	0

Explain the source (e.g., State monitoring, State database/data system, dispute resolution, fiscal, related requirements, etc.) of any findings reported in this section:

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:

Total for All Noncompliance Identified (Indicators 4B, 9, 10, 11, 12, 13, and Optional Areas):

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
135	212	128	207	12

FFY 2023 SPP/APR Data

Number of findings of Noncompliance that were timely corrected	Number of findings of Noncompliance that were identified FFY 2022	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
335	347		100%	96.54%	N/A	N/A

Percent of findings of noncompliance not corrected or not verified as corrected within one year of identification	3.46%
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Provide additional information about this indicator (optional)

Findings of noncompliance for Indicators 4B, 9, 10, 11, 12, and 13, as well as their related requirements, are reported in this section at the local educational agency (LEA) level, in alignment with definitions provided in the introduction and with the data presented for each of the compliance indicators.

Summary of Findings of Noncompliance identified in FFY 2022 Corrected in FFY 2023 (corrected within one year from identification of the noncompliance):

1. Number of findings of noncompliance the State identified during FFY 2022 (the period from July 1, 2022 through June 30, 2023)	347
2. Number of findings the State verified as timely corrected (corrected within one year from the date of written notification to the LEA of the finding)	335
3. Number of findings <u>not</u> verified as corrected within one year	12

Subsequent Correction: Summary of All Outstanding Findings of Noncompliance Identified in FFY 2022 Not Timely Corrected in FFY 2023 (corrected more than one year from identification of the noncompliance):

4. Number of findings of noncompliance not timely corrected	12
5. Number of findings in Col. A the State has verified as corrected beyond the one-year timeline for Indicator 4B, 9, 10, 11, 12, 13 ("subsequent correction")	6
6a. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 4B	0
6b. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 9	0
6c. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 10	0
6d. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 11	0
6e. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 12	0
6f. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 13	4
6g. (optional) Number of written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - All other findings	
7. Number of findings <u>not</u> yet verified as corrected	2

Subsequent correction: If the State did not ensure timely correction of previous findings of noncompliance, provide information on the nature of any continuing noncompliance and the actions that have been taken, or will be taken, to ensure the subsequent correction of the outstanding noncompliance, to address areas in need of improvement, and any sanctions or enforcement actions used, as necessary and consistent with IDEA's enforcement provisions, the OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), and State rules.

At the time of this report, two local educational agencies (LEAs) remain engaged with the Texas Education Agency (TEA) for Federal fiscal year (FFY) 2022 noncompliance findings described in this section that are not yet verified as corrected. One of these findings was for noncompliance directly tied to Indicator 11 requirements, while the other finding was for noncompliance in requirements related to Indicator 13.

For both LEAs that failed to implement necessary corrective action within one year of receiving written notification and were designated as having uncorrected noncompliance, enforcement measures were taken immediately and involved the imposition of graduated sanctions. Any LEA with uncorrected noncompliance beyond one year from the initial written notification received a Notice of Continuing Noncompliance (CNC) identifying sanctions with a required CAP, including possible directed supports.

LEAs designated in CNC status met with an Interventions and Sanctions Coordinator at a minimum of once per month. During those meetings, the following typically took place:

- Review of the LEA's progress toward completion
- Discuss obstacles for the LEA completing the Correction for Continued Noncompliance (CNC) phases
- Discuss focused technical assistance for the LEA
- Discuss what the LEA will work on for the following meeting
- Discuss phases of CNC needing to be completed (the CNC phases include the following):
 - Phase I Provide Evidence of Policies and Procedures: The LEA must address all identified areas of noncompliance and ensure that its policies and procedures align with IDEA and state rules and regulations

- Phase II Provide Evidence of Self-Monitoring System: The LEA must develop a process that allows for self-monitoring in the identified areas of noncompliance
- Phase III Provide Evidence of Professional Development: The LEA must provide evidence of training for appropriate staff in the areas where noncompliance was identified
- Phase IV Provide Evidence of Student-Specific Corrections: The LEA must provide evidence that noncompliance has been corrected for each student currently enrolled at the LEA
- Phase V: Provide Evidence of Systemic Compliance: Once all documentation is submitted and the LEA provides all required evidence of compliance, TEA will notify the LEA that it has been cleared of its CNC status

18 - OSEP Response

The State has established the baseline for this indicator, using data from FFY 2023, and OSEP accepts that baseline.

18 - Required Actions

The State must demonstrate, in the FFY 2024 SPP/APR, that the remaining two uncorrected findings of noncompliance identified in FFY 2022 were corrected. When reporting on the correction of noncompliance, the State must report, in the FFY 2024 SPP/APR, that it has verified that each LEA with findings of noncompliance identified in FFY 2023 and each LEA with remaining noncompliance identified in FFY 2022: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01. In the FFY 2024 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

Certification

Instructions

Choose the appropriate selection and complete all the certification information fields. Then click the "Submit" button to submit your APR.

Certify

I certify that I am the Chief State School Officer of the State, or his or her designee, and that the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report is accurate.

Select the certifier's role:

Designated by the Chief State School Officer to certify

Name and title of the individual certifying the accuracy of the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report.

Name:

Zane Wubbena, PhD

Title:

Director of Data Strategy and Reporting (SPP/APR Coordinator)

Email:

zane.wubbena@tea.texas.gov

Phone:

512-936-6455

Submitted on:

04/22/25 4:12:21 PM

Determination Enclosures

RDA Matrix

Texas 2025 Part B Results-Driven Accountability Matrix

Results-Driven Accountability Percentage and Determination (1)

Percentage (%)	Determination
82.73%	Meets Requirements

Results and Compliance Overall Scoring

Section	Total Points Available	Points Earned	Score (%)
Results	20	14	70.00%
Compliance	22	21	95.45%

(1) For a detailed explanation of how the Compliance Score, Results Score, and the Results-Driven Accountability Percentage and Determination were calculated, review "How the Department Made Determinations under Section 616(d) of the Individuals with Disabilities Education Act in 2025: Part B."

2025 Part B Results Matrix

Reading Assessment Elements

Reading Assessment Elements	Grade	Performance (%)	Score
Percentage of Children with Disabilities Participating in Statewide Assessment (2)	Grade 4	99%	1
Percentage of Children with Disabilities Participating in Statewide Assessment	Grade 8	98%	1
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 4	24%	1
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 4	80%	1
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 8	25%	1
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 8	82%	1

Math Assessment Elements

Math Assessment Elements	Grade	Performance (%)	Score
Percentage of Children with Disabilities Participating in Statewide Assessment	Grade 4	99%	1
Percentage of Children with Disabilities Participating in Statewide Assessment	Grade 8	98%	1
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 4	47%	2
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 4	86%	1
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 8	20%	1
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 8	81%	1

(2) Statewide assessments include the regular assessment and the alternate assessment.

Exiting Data Elements

Exiting Data Elements	Performance (%)	Score
Percentage of Children with Disabilities who Dropped Out	14	1
Percentage of Children with Disabilities who Graduated with a Regular High School Diploma*	51	0

*When providing exiting data under section 618 of the IDEA, States are required to report on the number of students with disabilities who exited an educational program through receipt of a regular high school diploma. These students meet the same standards for graduation as those for students without disabilities. As explained in 34 C.F.R. § 300.102(a)(3)(iv), in effect June 30, 2017, "the term regular high school diploma means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in section 1111(b)(1)(E) of the ESEA. A regular high school diploma does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential."

2025 Part B Compliance Matrix

Part B Compliance Indicator (3)	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2022 (4)	Score
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	0.00%	N/A	2
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	0.00%	N/A	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	0.00%	N/A	2
Indicator 11: Timely initial evaluation	97.28%	NO	2
Indicator 12: IEP developed and implemented by third birthday	96.03%	YES	2
Indicator 13: Secondary transition	97.41%	YES	2
Indicator 18: General Supervision	96.54%	NO	2
Timely and Accurate State-Reported Data	100.00%		2
Timely State Complaint Decisions	100.00%		2
Timely Due Process Hearing Decisions	100.00%		2
Longstanding Noncompliance			1
Programmatic Specific Conditions	None		
Uncorrected identified noncompliance	Yes, 2 to 4 years		

(3) The complete language for each indicator is located in the Part B SPP/APR Indicator Measurement Table at:

<https://sites.ed.gov/idea/files/FFY2023-Part-B-SPP-APR-Reformatted-Measurement-Table.pdf>

(4) This column reflects full correction, which is factored into the scoring only when the compliance data are $\geq 5\%$ and $< 10\%$ for Indicators 4B, 9, and 10, and $\geq 90\%$ and $< 95\%$ for Indicators 11, 12, 13 and 18.

Data Rubric

Texas

FFY 2023 APR (1)

Part B Timely and Accurate Data -- SPP/APR Data

APR Indicator	Valid and Reliable	Total
1	1	1
2	1	1
3A	1	1
3B	1	1
3C	1	1
3D	1	1
4A	1	1
4B	1	1
5	1	1
6	1	1
7	1	1
8	1	1
9	1	1
10	1	1
11	1	1
12	1	1
13	1	1
14	1	1
15	1	1
16	1	1
17	1	1
18	1	1

APR Score Calculation

Subtotal	22
Timely Submission Points - If the FFY 2023 APR was submitted on-time, place the number 5 in the cell on the right.	5
Grand Total - (Sum of Subtotal and Timely Submission Points) =	27

(1) In the SPP/APR Data table, where there is an N/A in the Valid and Reliable column, the Total column will display a 0. This is a change from prior years in display only; all calculation methods are unchanged. An N/A does not negatively affect a State's score; this is because 1 point is subtracted from the Denominator in the Indicator Calculation table for each cell marked as N/A in the SPP/APR Data table.

618 Data (2)

Table	Timely	Complete Data	Passed Edit Check	Total
Child Count/ Ed Envs Due Date: 7/31/24	1	1	1	3
Personnel Due Date: 3/5/25	1	1	1	3
Exiting Due Date: 3/5/25	1	1	1	3
Discipline Due Date: 3/5/25	1	1	1	3
State Assessment Due Date: 1/8/25	1	1	1	3
Dispute Resolution Due Date: 11/13/24	1	1	1	3
MOE/CEIS Due Date: 9/4/24	1	1	1	3

618 Score Calculation

Subtotal	21
Grand Total (Subtotal X 1.28571429) =	27.00

(2) In the 618 Data table, when calculating the value in the Total column, any N/As in the Timely, Complete Data, or Passed Edit Checks columns are treated as a '0'. An N/A does not negatively affect a State's score; this is because 1.28571429 points are subtracted from the Denominator in the Indicator Calculation table for each cell marked as N/A in the 618 Data table.

Indicator Calculation

A. APR Grand Total	27
B. 618 Grand Total	27.00
C. APR Grand Total (A) + 618 Grand Total (B) =	54.00
Total N/A Points in APR Data Table Subtracted from Denominator	0
Total N/A Points in 618 Data Table Subtracted from Denominator	0.00
Denominator	54.00
D. Subtotal (C divided by Denominator) (3) =	1.0000
E. Indicator Score (Subtotal D x 100) =	100.00

(3) Note that any cell marked as N/A in the APR Data Table will decrease the denominator by 1, and any cell marked as N/A in the 618 Data Table will decrease the denominator by 1.28571429.

APR and 618 -Timely and Accurate State Reported Data

DATE: February 2025 Submission

SPP/APR Data

1) Valid and Reliable Data - Data provided are from the correct time period, are consistent with 618 (when appropriate) and the measurement, and are consistent with previous indicator data (unless explained).

Part B 618 Data

1) Timely – A State will receive one point if it submits all *EDFacts* files or the entire *EMAPS* survey associated with the IDEA Section 618 data collection to ED by the initial due date for that collection (as described in the table below).

618 Data Collection	EDFacts Files/ EMAPS Survey	Due Date
Part B Child Count and Educational Environments	FS002 & FS089	7/31/2024
Part B Personnel	FS070, FS099, FS112	3/5/2025
Part B Exiting	FS009	3/5/2025
Part B Discipline	FS005, FS006, FS007, FS088, FS143, FS144	3/5/2025
Part B Assessment	FS175, FS178, FS185, FS188	1/8/2025
Part B Dispute Resolution	Part B Dispute Resolution Survey in <i>EMAPS</i>	11/13/2024
Part B LEA Maintenance of Effort Reduction and Coordinated Early Intervening Services	Part B MOE Reduction and CEIS Survey in <i>EMAPS</i>	9/4/2024

2) Complete Data – A State will receive one point if it submits data for all files, permitted values, category sets, subtotals, and totals associated with a specific data collection by the initial due date. No data is reported as missing. No placeholder data is submitted. The data and metadata responses submitted to *EDFacts* align. State-level data include data from all districts or agencies.

3) Passed Edit Check – A State will receive one point if it submits data that meets all the edit checks related to the specific data collection by the initial due date. The counts included in 618 data submissions are internally consistent within a data collection.

Dispute Resolution

IDEA Part B

Texas

School Year: 2023-24

Section A: Written, Signed Complaints

(1) Total number of written signed complaints filed.	1,193
(1.1) Complaints with reports issued.	650
(1.1) (a) Reports with findings of noncompliance	386
(1.1) (b) Reports within timelines	629
(1.1) (c) Reports within extended timelines	21
(1.2) Complaints pending.	21
(1.2) (a) Complaints pending a due process hearing.	20
(1.3) Complaints withdrawn or dismissed.	522

Section B: Mediation Requests

(2) Total number of mediation requests received through all dispute resolution processes.	429
(2.1) Mediations held.	258
(2.1) (a) Mediations held related to due process complaints.	168
(2.1) (a) (i) Mediation agreements related to due process complaints.	112
(2.1) (b) Mediations held not related to due process complaints.	90
(2.1) (b) (i) Mediation agreements not related to due process complaints.	56
(2.2) Mediations pending.	121
(2.3) Mediations withdrawn or not held.	50

Section C: Due Process Complaints

(3) Total number of due process complaints filed.	424
(3.1) Resolution meetings.	146
(3.1) (a) Written settlement agreements reached through resolution meetings.	57
(3.2) Hearings fully adjudicated.	16
(3.2) (a) Decisions within timeline (include expedited).	4
(3.2) (b) Decisions within extended timeline.	12
(3.3) Due process complaints pending.	116
(3.4) Due process complaints withdrawn or dismissed (including resolved without a hearing).	292

Section D: Expedited Due Process Complaints (Related to Disciplinary Decision)

(4) Total number of expedited due process complaints filed.	79
(4.1) Expedited resolution meetings.	43
(4.1) (a) Expedited written settlement agreements.	21
(4.2) Expedited hearings fully adjudicated.	4
(4.2) (a) Change of placement ordered	0
(4.3) Expedited due process complaints pending.	5
(4.4) Expedited due process complaints withdrawn or dismissed.	70

This report shows the most recent data that was entered by:
Texas

These data were extracted on the close date:
11/13/2024

How the Department Made Determinations

Below is the location of How the Department Made Determinations (HTDMD) on OSEP's IDEA Website. How the Department Made Determinations in 2025 will be posted in June 2025. Copy and paste the link below into a browser to view.

<https://sites.ed.gov/idea/how-the-department-made-determinations/>



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

Final Determination Letter

June 20, 2025

Honorable Mike Morath
Commissioner of Education
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath:

I am writing to advise you of the U.S. Department of Education's (Department) 2025 determination under Section 616 of the Individuals with Disabilities Education Act (IDEA). The Department has determined that Texas meets the requirements and purposes of Part B of the IDEA. This determination is based on the totality of Texas' data and information, including the Federal fiscal year (FFY) 2023 State Performance Plan/Annual Performance Report (SPP/APR), other State-reported data, and other publicly available information.

Texas' 2025 determination is based on the data reflected in its "2025 Part B Results-Driven Accountability Matrix" (RDA Matrix). The RDA Matrix is individualized for each State and Entity and consists of:

- (1) a Compliance Matrix that includes scoring on Compliance Indicators and other compliance factors;
- (2) a Results Matrix that includes scoring on Results Elements;
- (3) a Compliance Score and a Results Score;
- (4) an RDA Percentage based on both the Compliance Score and the Results Score; and
- (5) the State's or Entity's Determination

The RDA Matrix is further explained in a document, entitled "[How the Department Made Determinations under Section 616\(d\) of the Individuals with Disabilities Education Act in 2025: Part B](#)" (HTDMD).

The Office of Special Education Programs (OSEP) is continuing to use both results data and compliance data in making determinations in 2025, as it did for Part B determinations in 2015-2024. (The specifics of the determination procedures and criteria are set forth in the HTDMD document and reflected in the RDA Matrix for Texas).

In making Part B determinations in 2025, OSEP continued to use results data related to:

- (1) the participation of children with disabilities (CWD) on Statewide assessments (which include the regular assessment and the alternate assessment);
- (2) the participation and performance of CWD on the most recently administered (school year 2023-2024) National Assessment of Educational Progress (NAEP), as applicable (For the 2025 determinations, OSEP is using results data on the participation and performance of children with disabilities on the NAEP for the 50 States, the District of Columbia, the Bureau of Indian Education, and Puerto Rico. OSEP used the available NAEP data for Puerto Rico in making Puerto Rico's 2025 determination as it did for Puerto Rico's 2024 determination. OSEP used the publicly available NAEP data for the Bureau of Indian Education that was comparable to the NAEP data available for the 50 States, the District of Columbia and Puerto Rico; specifically OSEP did not use NAEP participation data in making the BIE's 2025 determination because the most recently administered NAEP participation data for the BIE that is publicly available is 2020, whereas the most recently administered NAEP participation data for the 50 States, the District of Columbia, and Puerto Rico that is publicly available is 2024);
- (3) the percentage of CWD who graduated with a regular high school diploma; and
- (4) the percentage of CWD who dropped out.

For the 2025 IDEA Part B determinations, OSEP also considered performance on timely correction of noncompliance requirements in Indicator 18. While the State's performance on timely correction of noncompliance was a factor in each State or Entity's 2025 Part B Compliance Matrix, no State or Entity received a Needs Intervention determination in 2025 due solely to this criterion. However, this criterion will be fully incorporated beginning with the 2026 determinations.

You may access the results of OSEP's review of Texas' SPP/APR and other relevant data by accessing the EMAPS SPP/APR reporting tool using your Texas-specific log-on information at <https://emaps.ed.gov/suite/>. When you access Texas' SPP/APR on the site, you will find, in applicable Indicators 1 through 18, the OSEP Response to the indicator and any actions that Texas is required to take. The actions that Texas is required to take are in the "Required Actions" section of the indicator.

It is important for you to review the Introduction to the SPP/APR, which may also include language in the "OSEP Response" and/or "Required Actions" sections.

400 MARYLAND AVE. S.W., WASHINGTON DC 20202-2600

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

You will also find the following important documents in the Determinations Enclosures section:

- (1) Texas' RDA Matrix;
- (2) the HTDMD [link](#);
- (3) "2025 Data Rubric Part B," which shows how OSEP calculated Texas' "Timely and Accurate State-Reported Data" score in the Compliance Matrix; and
- (4) "Dispute Resolution 2023-2024," which includes the IDEA Section 618 data that OSEP used to calculate the Texas' "Timely State Complaint Decisions" and "Timely Due Process Hearing Decisions" scores in the Compliance Matrix.

As noted above, Texas' 2025 determination is Meets Requirements. A State's or Entity's 2025 RDA Determination is Meets Requirements if the RDA Percentage is at least 80%, unless OSEP has imposed programmatic Specific Conditions on the State's or Entity's last three IDEA Part B grant awards (for FFYs 2022, 2023, and 2024), and those Specific Conditions are in effect at the time of the 2025 determination.

The Secretary is considering modifying the factors the Department will use in making its determinations in June 2026 and beyond, as part of the Administration's priority to empower States in taking the lead in developing and implementing policies that best serve children with disabilities, and empowering parents with school choice options. As we consider changes to data collection and how we use the data reported to the Department in making annual IDEA determinations, OSEP will provide parents, States, entities, and other stakeholders with an opportunity to comment and provide input through a variety of mechanisms.

For the FFY 2024 SPP/APR submission due on February 1, 2026, OSEP is providing the following information about the IDEA Section 618 data. The 2024-25 IDEA Section 618 Part B data submitted as of the due date will be used for the FFY 2024 SPP/APR and the 2026 IDEA Part B Results Matrix and data submitted during correction opportunities will not be used for these purposes. The 2024-25 IDEA Section 618 Part B data will automatically be prepopulated in the SPP/APR reporting platform for Part B SPP/APR Indicators 3, 5, and 6 (as they have in the past). Under EDFacts Modernization, States and Entities are expected to submit high-quality IDEA Section 618 Part B data that can be published and used by the Department as of the due date. States and Entities are expected to conduct data quality reviews prior to the applicable due date. OSEP expects States and Entities to take one of the following actions for all business rules that are triggered in the appropriate EDFacts system prior to the applicable due date: 1) revise the uploaded data to address the edit; or 2) provide a data note addressing why the data submission triggered the business rule. States and Entities will be unable to submit the IDEA Section 618 Part B data without taking one of these two actions. There will not be a resubmission period for the IDEA Section 618 Part B data.

As a reminder, Texas must report annually to the public, by posting on the State educational agency's (SEA's) website, the performance of each local educational agency (LEA) located in Texas on the targets in the SPP/APR as soon as practicable, but no later than 120 days after Texas' submission of its FFY 2023 SPP/APR. In addition, Texas must:

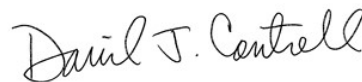
- (1) review LEA performance against targets in the State's SPP/APR;
- (2) determine if each LEA "meets the requirements" of Part B, or "needs assistance," "needs intervention," or "needs substantial intervention" in implementing Part B of the IDEA;
- (3) take appropriate enforcement action; and
- (4) inform each LEA of its determination.

Further, Texas must make its SPP/APR available to the public by posting it on the SEA's website. Within the upcoming weeks, OSEP will be finalizing a State Profile that:

- (1) includes Texas' determination letter and SPP/APR, OSEP attachments, and all State or Entity attachments that are accessible in accordance with Section 508 of the Rehabilitation Act of 1973; and
- (2) will be accessible to the public via the ed.gov website.

OSEP appreciates Texas' efforts to improve results for children and youth with disabilities and looks forward to working with Texas over the next year as we continue our important work of improving the lives of children with disabilities and their families. Please contact your OSEP State Lead if you have any questions, would like to discuss this further, or want to request technical assistance.

Sincerely,



David J. Cantrell
Deputy Director
Office of Special Education Programs

cc: Texas Director of Special Education