

FFY 2017

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

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

**Texas Education Agency
Division of Special Populations
Texas Education Agency Website**

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Executive Summary

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

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

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

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

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

General Supervision System:

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

The State of Texas (State) incorporates the SPP in the blueprint for the Texas Continuous Improvement Process (TCIP). The requirements of IDEA related to the development of the SPP and the accompanying APR correlate directly with the State's philosophy to build a system which encompasses data-driven, evidence-based improvement efforts inclusive of stakeholder needs and input. The State's general supervision system demonstrates how this philosophy guides the State in its efforts to improve results for students with disabilities.

General supervision in Texas has evolved to a balanced system of compliance and performance-based accountability that is included in the monitoring and intervention practices in the state. Monitoring and intervention activities utilize rich data sources by which student level information is analyzed to determine not only compliance but also results of effective programs for students with disabilities. Special Education monitoring activities include: [Performance-Based Monitoring \(PBM\)](#) of public school districts including charter schools; approval and re-approval of nonpublic schools; cyclical monitoring of other entities that provide services to students with disabilities; residential facility monitoring; dispute resolution tracking through the Correspondence and Dispute Resolution Management System (CDRMS); and noncompliance tracking and monitoring through the Intervention, Stage, and Activity Manager (ISAM).

Performance Based Monitoring

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

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

On-site investigations by the TEA [Division of School Improvement](#) are conducted to address program effectiveness and/or systemic concerns related to documented substantial, imminent, or ongoing risks evidenced through data reported through PBMAS and other data sources. The decision to conduct an on-

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

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

Initial and Re-approval for Nonpublic Schools

TEA monitors both day and residential nonpublic schools with which districts may contract for special education instructional and related services. Information on the process of approving and [monitoring non-public schools](#) is available on the [TEA website](#).

Other Monitoring Activities

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

Residential Facility (RF) Monitoring

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

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

Dispute Resolution

The CDRMS provides integrated tracking and management of correspondence and dispute resolution process at TEA. The CDRMS is divided into modules as follows:

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

Additionally, the CDRMS tracks progress on pending and completed corrective actions.

The Division, in collaboration with the Division of School Improvement, is responsible for monitoring any required corrective actions resulting from complaints and due process hearings.

Noncompliance Tracking and Monitoring

In tandem with CDRMS, TEA monitors finding of noncompliance through the ISAM system. Cited noncompliance is recorded in the district's ISAM account. ISAM documents the date the district was notified of the finding, the due date for correction, and the date the district was cleared of noncompliance. ISAM allows occurs through correspondence; uploading and tracking such things as the district CAP, interventions, and results for correction of the noncompliance; and documentation of these results. Districts who do not correct any instance of noncompliance within a year are identified as in escalated oversight within the ISAM system, where additional interventions and/or sanctions are tracked.

Technical Assistance System:

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

Statewide Systems of Technical Assistance and Support

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

The Division provides leadership in implementing the requirements of IDEA 2004 in Texas. As illustrated in the State's [TCIP model](#), results accountability is integral to the organizational alignment and commitment of resources. The Division utilizes resources to ensure this alignment with SPP indicators and results accountability.

The twenty regional education service centers (ESCs) are the foundation of the State's technical assistance infrastructure. The regional ESCs provide training and technical assistance to parents, school districts, charter schools, and other community stakeholders for each region. The ECS support the Agency in implementing the requirements of IDEA 2004, meeting the targets the SPP, and carrying out other results-driven measures identified in the State. Each ESC develops an annual regional special education continuous improvement plan (SECIP) describing regionally developed improvement activities based on progress/slippage as compared to the state targets.

ESCs also provide statewide leadership to address specific areas of need in special education services through multiple functions and projects directed by various ESCs. Their primary responsibility is to provide coordination and leadership for training, technical assistance, and the dissemination of information throughout the state through these identified statewide leadership activities. Additionally, the ESCs coordinating these statewide leadership functions and projects are responsible for the implementation of many of the state's continuous improvement activities. ESC leadership functions and projects can be found on the [TEA website](#).

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

State University to provide online tools and resources for districts and campuses to address bullying and mediation policy and efforts. Resources can be found at <https://txssc.txstate.edu/>.

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

- Texas Health and Human Services (HHS) <http://www.hhs.state.tx.us/>- The HHS helps eligible Texan's with disabilities access services and programs related to social security benefits, healthcare coverage, food assistance, assistive devices and medical equipment, job assistance, and direct services to support individuals and family members who care for them. **HHS provides the following services:**
 - Early Childhood Intervention (ECI) serves infants and toddlers (IDEA Part C).
 - Community Resource Coordination Groups (CRCGs) - CRCGs assist state and local agencies with the coordination of their local service delivery for youth and their families with problems that can be addressed only with the participation of more than one agency.
- Texas Workforce Commission (TWC) has services for people with physical and mental disabilities to help them become more independent and to prepare for, find, and keep a job. This includes the federally-mandated Rehabilitation Council of Texas. <http://www.twc.state.tx.us/agency/rehabilitation-council-texas>. TWC provides information on employment, discrimination, complaint resolution procedures, deadlines, and more. <http://www.twc.state.tx.us/crd/disability-discrimination.html>
- Department of Family and Protective Services (DFPS)/Child Protective Services (CPS) - DFPS/CPS maintains a youth-focused website for services and referrals for youth and young people currently in foster care and those young people seeking transitional services from foster care to adulthood. <http://www.dfps.state.tx.us/>
- Texas Council for Developmental Disabilities (TCDD) - TCDD gives money to organizations to help people with developmental disabilities live on their own. <http://www.tcdd.texas.gov>
- Texas Juvenile Justice Department (TJJD) - TJJD manages state-operated secure facilities and halfway houses to provide treatment services to those youths who have chronic delinquency problems and who have exhausted their options in the county. <http://www.tjtd.texas.gov/about/overview.aspx>
- Texas School for the Blind and Visually Impaired (TSBVI) - TSBVI serves as a special public school in the continuum of statewide placements for students who have a visual impairment <http://http://www.tsbvi.edu/>
- Texas School for the Deaf (TSD) - TSD is established as a state agency to provide a continuum of direct educational services to students, ages zero through twenty-one, who are deaf or hard of hearing and who may have multiple disabilities. <http://www.tsd.state.tx.us/>

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

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

- 20 Regional Education Service Centers

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

- Disproportionate Representation (ESC 1)
- Autism Statewide Conference (ESC 2)
- Low Incidence Disabilities (ESC 3)
- Assistive Technology (ESC 4)
- Behavior Support (ESC 4)
- Parent Coordination (ESC 9)
- Special Education Information Center (ESC 10)
- Professional Preparation and Development (ESCs 10, 17 Rider18)
- Transition and Post School Outcomes (ESC 11)
- Services for the Blind and Visually Impaired (ESC 11)
- Services for Deaf and Hard of Hearing (ESC 11)
- Evaluation Statewide Conference (ESC 12)
- Autism Training (ESC 13)
- Legal Framework (ESC 18)
- Access to the General Curriculum (ESC 20)

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

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

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

- 619 Part B with HHS/ECI Part C
- TEA with CRCG; HHS; DFPS/CPS; TCDD; TJJD; HHSC; TSBVI; TSD; and TWC

Technical Assistance Received by the State and Actions Taken as a Result of the Technical Assistance-

In Texas' (State) determination letter dated Jun 28, 2018, the State was advised of the U. S. Department of Education's (Department) 2018 determination under section 616 of the *Individuals with Disabilities Education Act (IDEA)*. The Department determined that Texas was NEEDS ASSISTANCE in implementing the requirements of Part B of the *IDEA*. The Department stated the determination was based on the totality of the State's data and information, including the Federal fiscal year (FFY) 2016 State Performance Plan/Annual Performance Report (SPP/APR), other State-reported data, and other publicly available

information.

The State was noticed that in accordance with section 616(e)(1) of the IDEA and 34 C.F.R. §300.604(a), if a State is determined to need assistance for two consecutive years, the Secretary must take one or more of the following actions:

- advise the State of available sources of technical assistance that may help the State address the areas in which the State needs assistance and require the State to work with appropriate entities;
- direct the use of State-level funds on the area or areas in which the State needs assistance; or
- identify the State as a high-risk grantee and impose Special Conditions on the State's IDEA Part B grant award.

Pursuant to those requirements, the Secretary advised the State of available sources of technical assistance, including OSEP-funded technical assistance centers and resources at the following website: <https://osep.grads360.org/#program/highlighted-resources>, and required the State to work with appropriate entities. In addition, the Department provided advised use of additional technical assistance from other Department-funded centers such as the Comprehensive Centers with resources at the following link: <http://www2.ed.gov/programs/newccp/index.html>.

The State was directed to report with its FFY 2017 SPP/APR submission, due February 1, 2019, on: the technical assistance sources from which the State received assistance; and the actions the State took as a result of that technical assistance.

The following information provides evidence of the State's compliance with these directives:

Texas Education Agency (TEA or Agency) staff have accessed and received assistance and support from the following OSEP and Department-funded technical assistance centers and resources and as a result taken the following actions.

Sources:

- a. National Center for State Systemic Improvement (NCSI)
- b. IDEA Data Center (IDC)
- c. Center for IDEA Fiscal Reporting (CIFR)
- d. Center for IDEA Early Childhood Data Systems (DaSY)
- e. Early Childhood Technical Assistance Center (ECTA)
- f. National Center on Intensive Intervention (NCII)
- g. College and Career Readiness and Success Center (CCRS)

Actions:

- a. Participates with the Systems Alignment Learning Collaborative in scheduled webinars, face to face, and leadership meetings to receive technical assistance and learn from other state systems that is helping to evolve systems in the state, as well as generate new ideation around infrastructure, engagement activities, and adaptive strategies for implementation of initiatives in the state. Co-created presentation at national conference for families with NCSI Texas liaison, Joanne Cashman. Additionally, received support from Joanne regarding general supervision, stakeholder engagement, and continuing development of the SPP and SSIP initiatives.
- b. Utilized tools and resources by TEA staff responsible for reporting 618 data and other related activities key to data quality, public reporting, and reporting timelines. Support in creating a data landscape product and data protocols. Key agency personnel, including teams from the Agency's Grants Administration and Federal Fiscal Compliance and Reporting divisions, have engaged in quarterly CIFR webinars; and the center's fiscal forum to utilize the technical assistance to improve knowledge, systems, and supports in the state.
- c. The State 619 Coordinator attends and participates in DaSY sponsored or collaborated events including conferences, webinars, support calls and surveys to assist preschool specialists, districts, and families in understanding how to address preschool needs in the state specifically in areas such as inclusion, personnel leadership, and local child outcomes measurement and reporting.
- d. The State 619 Coordinator and other key Agency personnel utilize technical assistance support and collaborations with, and materials produced by ECTA to assist in promoting partnerships and communication across all programs in support of early childhood needs and outcomes.

- e. The Agency, in partnership with the University of Texas, was selected for year 2 implementation in piloting a project that will provide intensive technical assistance, training, and coaching to build district and school capacity in building strong multi-tiered systems of intensive intervention using data-based individualization (DBI). The Agency has continued to work with NCII staff after selection of the districts that are piloting in the 2018-19 school year.
- f. Key agency special education personnel have engaged to attend national and local events directly or in collaboration with CCRS and the Austin Americans Institute of Research to promote and ensure college and career readiness and success by utilizing tools, materials, and resources made available to state, regional, local and family technical assistance.

Professional Development System:

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

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

Texas issues standard certificates to educators meeting the state requirements. An educator with a standard certificate in Texas is required to renew his or her standard certificate(s) every five years. A minimum number of Continuing Professional Education (CPE) hours provided by an approved CPE provider must be obtained to renew that certificate in accordance with Texas Administrative Code (TAC) §232.13.

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

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

Additionally, ESCs provide professional development and training activities based on state needs and the monitoring priorities identified in the SPP. TEA provides a wide array of services that help educators do their jobs. An over view of these services can be found on the TEA website at http://tea.texas.gov/Texas_Educators/, and on each ESC regional website linked at http://tea.texas.gov/regional_services/esc/.

Stakeholder Involvement:

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

Access to broad stakeholder input is the cornerstone of the Texas Continuous Improvement Process (TCIP). This input is gathered through a variety of methods including surveys, public forums, public hearings, and stakeholder meetings. A systematic approach for obtaining stakeholder participation is used to ensure feedback that is truly representative of the state's geographic and ethnic diversity. This systematic approach includes a recruitment plan designed to ensure that stakeholders from diverse roles provide input representative to the state. The diverse roles included in all advisory or informal stakeholder groups are typically parents, teachers, campus and school district administrators, parent-support and advocacy groups, higher education institutions, ESCs, related service and support staff, and other state agencies. TEA routinely reviews group memberships to keep current and contacts various internal and external entities seeking recommendations to fill vacancies. For instances, stakeholder members are often those recommended by other parents and professional colleagues, and in some cases, some group members serve on additional and related committees themselves. This overlap allows for some informative continuum across the state. TEA will seek involvement from the Parent Coordination Network led by Region 9 ESC, as well as the Parent Training and Information (PTI) Projects. All 20 regions are represented within the various advisory and work groups that constitute broad stakeholder input. More information about the Texas Continuous Improvement Process and these improvement groups can be

found on the Division's webpage on TEA's website. TEA will continue to employ the TCIP model and expand opportunities for stakeholder engagement based on priorities and needs of the State.

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

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

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

Reporting to the Public:

How and where the State reported to the public on the FFY 2017 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 2017 APR, as required by 34 CFR §300.602(b)(1)(i)(A); and a description of where, on its Web site, a complete copy of the State's SPP, including any revision if the State has revised the SPP that it submitted with its FFY 2017 APR in 2019, is available.

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

The Texas Student Data System (TSDS), a major initiative by the TEA, is a statewide system that modernizes and improves the quality of data collection, management, and reporting in Texas education. Through the new improvements, TSDS supports higher student performance across the state. TSDS expands on the existing Public Education Information Management System (PEIMS). PEIMS is one of the largest education data bases in the world. The data provides valuable information for researchers, parents and the public to mine and learn about the workings of 1,200 plus districts and charters, as well as TEA. Information from PEIMS and other data sources are used to create reports that provide information about a variety of topics, such as student performance, spending and implementation of legislation. TEA provides these reports publicly on its [Reports and Data](#) webpage.

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

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

Indicator 1: Graduation

Monitoring Priority: FAPE in the LRE

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

Historical Data

FFY	2005	2006	2007	2008	2009	2010	2011*	2012	2013	2014	2015	2016
Target ≥		75.00%	94.60%	70.00%	75.00%	75.00%	75.00%	78.00%	80.00%	83.00%	88.00%	88.00%
Data	74.80%	72.70%	70.34%	69.80%	71.80%	74.40%	76.70%	76.90%	77.80%	77.50%	78.20%	77.87%

*Baseline: FFY 2011

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target ≥	88.50%	88.50%

Targets: Description of Stakeholder Input

In 2015, Every Student Succeeds Act (ESSA, 2015) reauthorized the ESEA and provided states with new flexibility to develop a state accountability system to meet federal accountability requirements. However, the new accountability provisions of ESSA do not affect the state accountability ratings assigned for the 2016–17 school year. Furthermore, ESSA regulations did not require states to request AYP waivers for the 2016-17 school year. The targets established in the 2015-16 waiver continued to be used. ESSA regulations did not require states to request AYP waivers for the 2016-17 school year, and the provisions of ESSA did not affect state accountability ratings that year. The ED approved the state's federal accountability plan. The state accountability system aligns with the ESSA requirements through the indicators and targets in the Closing the Gaps domain.

For 2017, TEA accountability system safeguard measures included four components: (1) assessment performance rates, (2) assessment participation rates, (3) graduation rates, and (4) limits on use of the alternative assessment (TEA, 2017). The long-term statewide goal for the four-year graduation rate was 90.0 percent. Districts and campuses that did not meet this goal must have met one of the following targets: (a) four-year graduation rate annual target of 88.5 percent; (b) four-year graduation rate growth target of a 10.0 percent decrease in the difference between prior-year graduation rate and the 90.0 percent goal; or (c) five-year graduation rate annual target of 91.0 percent. The targets applied to 11 student groups: all students, students ever identified as English language learners in high school, students served in special education programs, students identified as economically disadvantaged, and the seven racial/ethnic groups used for federal reporting (African American, American Indian, Asian, Hispanic, Pacific Islander, White, and multiracial).

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

The target was updated for FFY 2017 based on stakeholder input and the annual graduation rate targets for children with disabilities under Title 1 of the state's Every Student Succeeds Act (ESSA) plan.

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

In addition, thousands of Texas educators have served on one or more of the educator committees involved in the development of the Texas assessment program. These committees represent the state geographically, ethnically, by gender, and by type and size of school district. They routinely include educators with knowledge of the needs of all students, including students with disabilities. TEA will continue to engage these and other stakeholders going forward as implementation of all aspects of the waiver and other federal accountability measures proceed. For additional specific to the mechanisms the state has in place for soliciting broad stakeholder input on the targets, please see the introduction section of the SPP/APR.

TEA collaborates with the 20 Education Service Centers and the Texas Center for District and School Support to ensure implementation of the federal requirements found in the ESSA.

Source	Date	Description	Data
SY 2016-17 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	09/28/2018	Number of youth with IEPs graduating with a regular diploma	22,065
SY 2016-17 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	09/28/2018	Number of youth with IEPs eligible to graduate	28,504
SY 2016-17 Regulatory Adjusted Cohort Graduation Rate (EDFacts file spec C150; Data group 695)	09/28/2018	2014-15 Regulatory four-year adjusted-cohort graduation rate table	77.41%

FFY 2017 SPP/APR Data

Number of youth with IEPs in the current year's adjusted cohort graduating with a regular diploma	Number of youth with IEPs in the current year's adjusted cohort eligible to graduate	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
22,065	28,504	77.87%	88.50%	77.41%

Graduation Conditions

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

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

The conditions for earning a general education diploma and a detailed description of the State's methodology for calculating the graduation rate can be found in the State's *Secondary School Completion and Dropouts in Texas Public Schools, 2016-17* on the TEA website at

http://tea.texas.gov/index4.aspx?id=4080&menu_id=2147483698. Additional information can be found at this same website in the State's report *Processing of District Four-Year Longitudinal Graduation and Dropout Rates, Class of 2017*.

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

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

Indicator 2: Drop Out

Monitoring Priority: FAPE in the LRE

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

Historical Data

FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013*	2014	2015	2016
Target ≤		2.90%	2.80%	12.00%	12.50%	12.00%	10.00%	9.00%	2.30%	2.20%	2.10%	2.00%
Data	6.80%	10.60%	13.94%	14.50%	14.10%	12.10%	11.30%	11.23%	2.25%	2.11%	2.01%	1.96%

*Baseline: FFY 2013

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target ≤	1.90%	1.80%

Targets: Description of Stakeholder Input

The TCISC and CAC stakeholder groups provide feedback relative to the monitoring priority FAPE in the LRE and specific to the percent of youth with IEPs dropping out of high school. Detailed information related to the TCISC and the CAC and the mechanisms the state has in place for soliciting broad stakeholder input on the targets is found in the introduction of the SPP/APR.

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

Based on advisement from stakeholder input, the methodology by which the Indicator 2 targets are set was revised for FFY 2013 through FFY 2018. TEA now utilizes the U.S. Department of Education National Center for Education Statistics (NCES) computation methodology in the Part B Indicator Measurement Table for this indicator in alignment with state accountability targets and measurements. As such, Texas identifies FFY 2013 as a re-baseline year due to a change in target setting methodology.

A Grade 7-12 annual dropout rate has been calculated by the Texas Education Agency (TEA) since 1987-88, allowing the newly adopted methodology in setting targets for this indicator to include a longitudinal statistical analysis including population growth and/or declines, alignment with state accountability targets, as well as informed programmatic intervention and infrastructure review. In 2003, the 78th Texas Legislature passed legislation requiring that dropout rates be computed according to the NCES dropout definition (TEC §39.051, 2004). Districts began collecting data consistent with the NCES definition in the 2005-06 school year. A dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a GED certificate, continue school outside the public-school system, begin college, or die. Based on this intense data review targets for this indicator have been set through FFY 2018.

FFY 2017 SPP/APR Data

Number of youth with IEPs (grades 7-12) who exited special education due to dropping out	Total number of all youth with IEPs (grades 7-12)	FFY 2016 Data*	FFY 2017 Target*	FFY 2017 Data
4,005	22,0661	1.96%	1.900%	1.82%

The annual dropout rate is calculated by dividing the number of students who dropped out during a single school year by the cumulative number of students who enrolled during the same year. The conditions for what counts as dropping out for all youth and a detailed description of the State's methodology for calculating the dropout rate can be found on pages 10-11 in the report Secondary School Completion and Dropouts in Texas Public Schools, 2016-2017 located on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

Regarding the FFY 2017 SPP/APR data reporting, the Class of 2016 (SY 2016-2017) dropout rate for students with disabilities was 1.82%. The dropout rate declined slightly 0.14% (1.96%) from the previous year. This could be attributed to continued effective dropout prevention strategies implemented at the state and local level. Additionally, increased emphasis on secondary transition as evidenced by the collection of SPP 13 data has strengthened the message that quality IEPs for students with disabilities keeps students engaged and focused on the attainment of positive post school outcomes.

The State met the FFY 2017 target of 1.9%.

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

- requiring LEAs and ESCs to reports their efforts to provide a coordination of services for children who have dropped out of school including increased support and advocacy promoting graduation, high school equivalency and job readiness skills;
- requiring LEAs with high dropout rates to submit a needs assessment and a dropout recovery plan with required elements and annually identifying campuses in need of comprehensive support and improvement due to graduation rates;
- the creation of innovative high school programs, including P-TECH, T-STEM, and early college high schools that provide students with a range of opportunities to earn postsecondary credits while in high school;
- requiring all students entering the ninth grade to develop a personal graduation plan that identifies a course of study that promotes college and workforce readiness, career placement and advancement, and facilitates the student's transition from secondary to postsecondary education; and
- managing numerous programs targeted for dropout prevention and recovery such as 21st Century Community Learning Centers, Amachi Mentoring, Communities in Schools, Early College High School, and Texas GEAR UP.

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

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

Monitoring Priority: FAPE in the LRE*

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

- A. Indicator 3A - Reserved
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

*States are not required to report on Indicator 3A.

Indicator 3B: Participation for Students with IEPs

Monitoring Priority: FAPE in the LRE

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

- A. Indicator 3A- Reserved
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

Historical Data

	Group Name	Baseline Year	FFY	2005*	2006	2007	2008	2009	2010	2011
Reading	A Overall	2005	Target ≥		95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
			Data	99 %	98.00%	99.00%	99.00%	99.00%	99.00%	99.00%
Math	A Overall	2005	Target ≥		95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
			Data	99 %	99.00%	99.00%	99.00%	99.00%	99.00%	99.00%

	Group Name	FFY	2012	2013*	2014	2015	2016
Reading	A Overall	Target ≥	95.00%	95.00%	95.00%	95.00%	95.00%
		Data	99.00%	**97.63%	97.73%	97.77%	97.81%
Math	A Overall	Target ≥	95.00%	95.00%	95.00%	95.00%	95.00%
		Data	99.00%	*98.94%	98.53%	98.68%	98.63%

*Baseline: FFY 2005

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

FFY 2017 - FFY 2018 Targets

	FFY	2017	2018
Reading	A ≥ Overall	95.00%	95.00%
Math	A ≥ Overall	95.00%	95.00%

Targets: Description of Stakeholder Input

Accountability under Title 1 of ESSA requires states to annually assess 95% of students who are enrolled in grades three through eight to participate in state testing, and high school students who complete a class for which there is an end-of-course (EOC) test must take the corresponding EOC test. In alignment with the ESSA target and with stakeholder advisement, the target for Indicator 3B was updated for FFY 2017. Stakeholder engagement has always been a part of Texas' process for developing statewide policies and standards. State standards are developed by a 15-member board who is publicly elected. They develop standards with input from educators, subject matter experts, and citizens.

The TCISC and CAC stakeholder groups provide feedback relative to the monitoring priority FAPE in the LRE and specific to the percent of youth with IEPs dropping out of high school. Detailed information related to the TCISC and the CAC and the mechanisms the state has in place for soliciting broad stakeholder input on the targets is found in the introduction of the SPP/APR.

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

TEA collaborates with the 20 Education Service Centers and the Texas Center for District and School Support to ensure implementation of the federal requirements found in the ESSA.

Data Source: SY 2017-18 Assessment Data Groups - Reading (EDFacts file spec C188; Data Group: 589)

Date: 12/13/2018

Reading assessment participation data by grade							
Grade	3	4	5	6	7	8	HS
a. Children with IEPs	37,618	38,177	40,541	35,663	33,706	34,697	64,467
b. IEPs in regular assessment with no accommodations	7,419	5,964	5,327	4,286	3,982	4,105	7,393
c. IEPs in regular assessment with accommodations	23,694	25,671	28,656	25,174	23,858	25,084	48,254
d. IEPs in alternate assessment against grade-level standards	NA						
e. IEPs in alternate assessment against modified standards	NA						
f. IEPs in alternate assessment against alternate standards	6,019	6,060	6,161	5,678	5,298	5,088	4,868

Data Source: SY 2017-18 Assessment Data Groups - Math (EDFacts file spec C188; Data Group: 589)

Date: 12/13/2018

Math assessment participation data by grade							
Grade	3	4	5	6	7	8	HS
g. Children with IEPs	39,266	41,193	41,871	41,036	39,247	36,992	54,735
h. IEPs in regular assessment with no accommodations	7,301	5,801	4,929	3,929	3,524	4,214	5,798
i. IEPs in regular assessment with accommodations	25,542	28,934	30,406	30,953	29,932	27,292	42,689
j. IEPs in alternate assessment against grade-level standards	NA						
k. IEPs in alternate assessment against modified standards	NA						
a. IEPs in alternate assessment against alternate standards	6,020	6,056	6,159	5,677	5,294	5,087	4,884

FFY 2017 SPP/APR Data: Reading Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2016 Data*	FFY 2017 Target*	FFY 2017 Data
A Overall	284,869	278,039	97.81%	95.00%	97.60%

FFY 2017 SPP/APR Data: Math Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2016 Data*	FFY 2017 Target*	FFY 2017 Data
A Overall	294,340	290,421	98.63%	95.00%	98.67%

For more than 25 years, Texas has had a statewide student assessment program. Over time, changes to state and federal statute as well as to the state-mandated curriculum standards, currently the Texas Essential Knowledge and Skills (TEKS), have required the Texas Education Agency to expand the state assessment program, making it more inclusive of and accessible to all student groups. Whether students are served through general education, special education, or bilingual/English as a Second Language programs, the state tests provide a snapshot of the degree to which students are learning the TEKS. Because of this snapshot, students can receive the additional help they need to strengthen their knowledge and skills in core academic areas; and districts and campuses can evaluate the effectiveness of their

instructional programs. In this way, the state assessment program plays an important role in helping all students reach their academic potential, regardless of his/her instructional setting.

State of Texas Assessments of Academic Readiness (STAAR™)

The State of Texas Assessments of Academic Readiness (STAAR™) replaced the Texas Assessment of Knowledge and Skills (TAKS) in 2012. The STAAR questions are directly aligned to the TEKS currently implemented for the grade/subject or course being assessed. There are large print, braille, paper, and online versions of STAAR with and without designated supports. The STAAR program at grades 3–8 assesses the same subjects and grades that were assessed on TAKS. At high school, however, grade-specific assessments were replaced with 12 end-of-course (EOC) assessments: Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, English I, English II, English III, World Geography, World History, and U.S. History. STAAR is administered for:

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

In the spring of 2016, STAAR English III and Algebra II were available for districts to administer as optional assessments.

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

- Grades 3–5 reading
- Grades 3–5 mathematics
- Grade 4 writing
- Grade 5 science

STAAR–Alternate 2

The State of Texas Assessments of Academic Readiness Alternate (STAAR™ Alternate 2) replaced Texas Assessment of Knowledge and Skills–Alternate (TAKS–Alt) beginning in the 2011–2012 school year, and was redesigned and implemented beginning in the 2014–2015 school year. STAAR Alternate 2 is designed for assessing students in grades 3–8 and high school that have significant cognitive disabilities and are receiving special education services.

Additional information about the Texas Assessment Program can be found on the TEA website at:

<http://tea.texas.gov/student.assessment/staar> and
<https://rptsvr1.tea.texas.gov/perfreport/tprs/2017/index.html>.

Indicator 3C: Proficiency for Students with IEPs

Monitoring Priority: FAPE in the LRE

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

- A. Indicator 3A- Reserved
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

Historical Data

	Group Name	Baseline Year	FFY	2005	2006	2007	2008	2009	2010
Reading	A Overall	2017	Target ≥		60.00%	60.00%	67.00%	73.00%	80.00%
			Data	66.00%	71.00%	62.00%	73.00%	77.00%	76.00%
Math	A Overall	2017	Target ≥		50.00%	50.00%	58.00%	67.00%	75.00%
			Data	65.00%	69.00%	50.00%	64.00%	70.00%	71.00%

	Group Name	FFY	2011	2012	2013	2014	2015	2016
Reading	A Overall	Target ≥	87.00%	75.00%	79.00%	83.00%	87.00%	91.00%
		Data	63.00%	59.00%	59.21%	36.68%	34.73%	34.42%
Math	A Overall	Target ≥	83.00%	75.00%	79.00%	83.00%	87.00%	91.00%
		Data	59.00%	56.00%	60.74%	38.03%	41.99%	47.71%

*Baseline: Re-baselined FFY2014 due to the elimination of the STAAR modified state assessment. Data will be re-baselined in FFY 2017 to align the achievement measurement of proficiency to the state's ESSA plan.

FFY 2017 - FFY 2018 Targets

	FFY	2017	2018
Reading	A ≥ Overall	95.00%	98.00%
Math	A ≥ Overall	95.00%	98.00%

Targets: Description of Stakeholder Input

Accountability under Title 1 of ESSA requires states to annually measure the achievement of not less than 95% of all students who are enrolled in grades three through eight to participate in state testing, and high school students who complete a class for which there is an end-of-course (EOC) test must take the corresponding EOC test. In alignment with the ESSA target and with stakeholder advisement, the target for Indicator 3C was updated for FFY 2017.

The TCISC and CAC stakeholder groups provide feedback relative to the monitoring priority FAPE in the LRE and specific to the percent of youth with IEPs dropping out of high school. Detailed information related to the TCISC and the CAC and the mechanisms the state has in place for soliciting broad stakeholder input on the targets is found in the introduction of the SPP/APR.

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

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

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

Data Source: SY 2017-18 Assessment Data Groups - Reading (EDFacts file spec C178; Data Group: 584)

Date: 12/13/2018

Reading proficiency data by grade							
	3	4	5	6	7	8	HS
a. Children with IEPs who received a valid score and a proficiency was assigned	37,132	37,695	40,144	35,138	33,138	34,277	60,515
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	3,159	2,806	2,653	1,271	1,213	1,128	1,377
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	1,761	2,364	3,641	1,156	1,596	1,853	2,331
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level	NA						
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level	NA						
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	5,402	5,540	5,619	5,140	4,718	4,767	4,555

Data Source: SY 2017-18 Assessment Data Groups - Math (EDFacts file spec C175; Data Group: 583)
Date: 12/13/2018

Math proficiency data by grade							
	3	4	5	6	7	8	HS
a. Children with IEPs who received a valid score and a proficiency was assigned	38,863	40,791	41,494	40,559	38,750	36,593	53,371
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	3,652	2,912	2,789	1,550	985	1,555	1,095
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	2,631	3,036	5,634	2,654	1,946	3,312	4,091
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level	NA						
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level	NA						
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	5,531	5,790	5,792	5,229	4,993	4,707	4,477

FFY 2017 SPP/APR Data: Reading Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
A Overall	278,039	64,050	34.42%	95.00%	23.04%

FFY 2017 SPP/APR Data: Math Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
A Overall	290,421	74,361	47.71%	95.00%	25.60

Due to the elimination of the STAAR Modified after the 2013-2014 assessment cycle, students formerly assessed with STAAR Modified generally took the STAAR/STAAR A. STAAR A, an accommodated version of STAAR®, was offered as an online assessment in the same grades and subjects as STAAR. It was administered for the last time on December 2016. The elimination of this testing option required IEP changes and IEP team decisions to include students in either STAAR or STAAR Alternative 2.

Given that empirical data suggests a minimal 2 to 3-year rate adjustment when changes in assessments or standards have occurred in the State, slippage or minimal initial increase was not unexpected to stakeholders. Stakeholders insist that although this rate adjustment and slippage may initially appear problematic, the State's reliance on and commitment to high curriculum standards and student achievement expectations, along with targeted improvement strategies and support, will produce significant recovery and gains that will allow targets to remain in alignment with existing standards indicative of performance level bands established in the State's Performance Based Analysis System (PBMAS), and within any new requirements under the new Every Student Succeeds Act (ESSA).

For FFY 2016 state accountability, students who receive a proficiency level of "approaches grade level or above" and "meets grade level or above" were counted as proficient and were included in the numerator of the calculation for 3B. However, the State's ESSA plan revised the achievement measurement of proficiency to only include students with a proficiency level of "meets grade level or above", thus impacting the numerator of the calculation for 3B. Therefore the State is re-baselining at FFY 2017 based on these changes in reporting

The State and stakeholders continue to utilize state, regional, district, and campus data to analyze and target areas for improvement and support. Slippage in the overall reading proficiency rate occurred primarily due to drops in proficiency rates for students in high school taking the regular assessment with no accommodations, and at grade 5 for students taking the regular assessment with accommodations.

The targets for participation rates, graduation rates, and limits on use of STAAR Alternate are the same targets used for the 2017 state accountability system which are aligned to federal requirements. Note that the federal accountability requirements built into ESSA apply the same targets to all districts and campuses, including charter districts and alternative education campuses.

For FFY 2016 state accountability, students who receive a proficiency level of "approaches grade level or above" and "meets grade level or above" were counted as proficient and were included in the numerator of the calculation for 3B. However, the State's ESSA plan revised the achievement measurement of proficiency to only include students with a proficiency level of "meets grade level or above", thus impacting the numerator of the calculation for 3B. The FFY 2017 decline in the number of students with IEP who are proficient in reading and math assessments compared to the FFY 2016 data is attributed to the state's change in calculating "proficient" to align to the state's ESSA plan. Had the State included students with the "approaching grade level or above," the numerator for reading would show 114,716 (41.26%) of students with IEPs proficient, students with the "approaching grade level or above," the numerator for math would be 149,193 (51.53%) of students with IEPs proficient on the math assessment.

The State and its stakeholders continue to utilize state, regional, district, and campus data to analyze and target areas for improvement and support.

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

Indicator 4A: Suspension/Expulsion

Monitoring Priority: FAPE in the LRE

Results indicator: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Historical Data

FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≤		0%	0%	0%	0%	0%	0%	0%	0%	0%
Data	4.60%	4.70%	1.06%	1.06%	0.50%	1.00%	0.50%	0.24%	0.16%	0.24%

FFY	2015	2016*
Target ≤	0%	0%
Data	0.17%	2.29

*Baseline: FFY 2016

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target ≤	0%	0%

Targets: Description of Stakeholder Input

The TCISC and CAC stakeholder groups provide feedback relative to the monitoring priority FAPE in the LRE. Both organized stakeholder groups provide feedback specific to rates of suspension and expulsion as measured in this indicator. Detailed information related to the TCISC and the CAC and the mechanisms the state has in place for soliciting broad stakeholder input on the targets is found in the introduction of the SPP/APR.

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

FFY 2017 SPP/APR Data

Number of districts that have a significant discrepancy	Number of districts that met the State’s minimum n-size	FFY 2016* Data	FFY 2017 Target	FFY 2017 Data
2	106	2.29%	0%	1.89%

*Baseline: FFY 2016

State’s definition of “significant discrepancy” and methodology

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

Minimum “n” Size Requirements

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

There were 1,097 districts excluded from the analysis based on the state established minimum “n” size requirements.

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

Review of Policies, Procedures, and Practices (completed in FFY 2017 using 2016-2017 data)

Description of review

TEA required identified districts, through a self-assessment, 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.

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

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

Correction of Findings of Noncompliance Identified in FFY 2016

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

Indicator 4B: Suspension/Expulsion

Monitoring Priority: FAPE in the LRE

Compliance indicator: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Historical Data

FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target		0%	0%	0%	0%	0%	0%	0%	0%	0%
Data					0%	0%	0%	0%	0%	0%

FFY	2015	2016*
Target ≤	0%	0%
Data	0%	0%

*Baseline: FFY 2016

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target	0%	0%

FFY 2017 SPP/APR Data

Number of districts that have a significant discrepancy, by race or ethnicity	Number of those districts that have policies, procedures, or practices that contribute to the significant discrepancy and do not comply with	Number of districts that met the State's minimum n-size	FFY 2016* Data	FFY 2017 Target	FFY 2017 Data
3	0	120	0%	0%	0%

*Baseline: FFY 2016

State's definition of "significant discrepancy" and methodology

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

Minimum “n” Size Requirement

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

There were 1,083 districts excluded from the analysis based on the state established minimum “n” size requirement.

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

Review of Policies, Procedures, and Practices (completed in FFY2016 using 2016-2017 data)

Description of review

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

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

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

Correction of Findings of Noncompliance Identified in FFY 2016

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

Indicator 5: Education Environments (children 6-21)

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

Historical Data

	FFY	2005*	2006	2007	2008	2009	2010	2011	2012	2013	2014
A	Target \geq		55.60%	55.66%	66.00%	68.00%	68.00%	68.00%	68.00%	66.00%	66.50%
	Data	56.00%	58.90%	64.20%	67.00%	67.00%	67.01%	67.00%	66.00%	66.17%	67.53%
B	Target \leq		11.90%	11.95%	11.00%	10.00%	10.00%	10.00%	10.00%	14.50%	14.00%
	Data	12.60%	12.34%	11.90%	12.00%	12.55%	12.78%	13.00%	14.00%	13.93%	14.26%
C	Target \leq		1.27%	1.27%	1.00%	1.00%	1.00%	1.00%	1.00%	1.30%	1.30%
	Data	1.30%	1.22%	1.20%	1.00%	1.23%	1.20%	1.00%	1.00%	1.19%	1.22%

	FFY	2015	2016
A	Target \geq	67.0%	67.50%
	Data	68.13%	68.42%
B	Target \leq	13.50%	13.00%
	Data	14.60%	14.79%
C	Target \leq	1.30%	1.30%
	Data	1.12%	1.15%

*Baseline: FFY 2005

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target A \geq	68.00%	68.00%
Target B \leq	12.50%	12.00%
Target C \leq	1.30%	1.29%*

Targets: Description of Stakeholder Input

The TCISC and CAC stakeholder groups provide feedback relative to the monitoring priority FAPE in the LRE. Both organized stakeholder groups provide feedback specific to children ages 6 to 21 with IEP's and the percent of the day served inside the regular class or in separate schools, residential facilities, or

homebound/hospital placements. Additional information related to the TCISC and the CAC and the mechanisms the state has in place for soliciting broad stakeholder input on the targets is found in the introduction of the SPP/APR.

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

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

*The recommendation from stakeholders identified 1.3% as the acceptable target and ceiling for which not to exceed in Indicator 5C, and to maintain this target from FFY 2013 to FFY 2018. The State accepted this recommendation and agreed that the current State data represents an appropriate percentage of students identified in these settings, and any downward progression of the target toward 0% would potentially impact IEP team decisions and possibly limit access for students to a full continuum of placements. TEA analyzes information reported from all public input sources to identify trends for guiding improvement planning within the State. The State has revised its targets through the FFY 2018. To meet OSEP criteria for 2018 target to be below the identified baseline, FFY 2018 target was revised during clarification in April 2015.

Source	Date	Description	Data
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/12/2018	<u>Total number of children with IEPs aged 6 through 21</u>	448,907
SY 2016-18 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/12/2018	<u>A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day</u>	308,624
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/12/2018	<u>B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day</u>	67,079
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/12/2018	<u>c1. Number of children with IEPs aged 6 through 21 in separate schools</u>	2,763
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/12/2018	<u>c2. Number of children with IEPs aged 6 through 21 in residential facilities</u>	82
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/12/2018	<u>c3. Number of children with IEPs aged 6 through 21 in homebound/hospital placements</u>	2,150

FFY 2017 SPP/APR Data

	Number of children with IEPs aged 6 through 21 served	Total number of children with IEPs aged 6 through 21	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	308,624	448,907	68.42%	68.00%	68.75%
B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	67,079	448,907	14.79%	12.50%	14.94%
C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	4,995	448,907	1.15%	1.30%	1.11%

Indicator 6: Preschool Environments

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011*	2012	2013	2014
A	2011	Target \geq								30.00%	31.00%	31.50%
		Data							22.00%	31.00%	31.48%	30.63%
B	2011	Target \leq								17.00%	17.50%	17.00%
		Data							20.00%	17.00%	16.59%	15.96%

	FFY	2015	2016
A	Target \geq	32.00%	32.50%
	Data	32.05%	32.87%
B	Target \leq	16.50%	16.00%
	Data	16.59%	16.99%

*Baseline: FFY 2011

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target A \geq	33.00%	33.00%
Target B \leq	15.50%	15.00%

Targets: Description of Stakeholder Input

The TCISC and CAC stakeholder groups provide feedback relative to the monitoring priority FAPE in the LRE. Both organized stakeholder groups provide feedback specific to children ages 3 to 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and separate special education classes, separate schools, or residential facilities.

Additional information related to the TCISC and the CAC and the mechanisms the state has in place for soliciting broad stakeholder input on the targets is found in the introduction of the SPP/APR.

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

Source	Date	Description	Data
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/12/2018	<u>Total number of children with IEPs aged 3 through 5</u>	49,681
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/12/2018	<u>a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program</u>	15,795
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/12/2018	<u>b1. Number of children attending separate special education class</u>	8,329
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/12/2018	<u>b2. Number of children attending separate school</u>	52
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/12/2018	<u>b3. Number of children attending residential facility</u>	6

FFY 2017 SPP/APR Data

	Number of children with IEPs aged 3 through 5 attending	Total number of children with IEPs aged 3 through 5	FFY 2016 Data*	FFY 2017 Target*	FFY 2017 Data
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	15,795	49,681	32.87%	33.00%	31.79%
B. Separate special education class, separate school or residential facility	8,387	49,681	16.99%	15.50%	16.88%

The number of children with IEPs aged 3 through 5 increased from FFY 2016 (46,652) to FFY 2017 (49,681) by approximately 6.5% (3,029). Of note, the number of children included in this data identified with a disability of Autism (AU), Emotional Disturbance (ED), Intellectual Disability (ID), or Traumatic Brain Injury (TBI) increased from 13,602 in FFY 2016 (29% of the total included population) to 15,279 in FFY 2017 (31% of the total included population). The population percentages of all other disability categories remained unchanged or decreased.

For children aged 3 through 5 who are identified with a significant or profound disability, IEP teams typically prescribe special education services that include early and intensive interventions and services. These interventions and services may or may not be appropriate in a regular early childhood program classroom. The number of these children not included in SPP 6A or 6B who were in a regular early childhood program and received the majority of their special education services in some other location increased from 23,388 in FFY 2016 (50.1%) to 25,499 in FFY 2017 (51.3%) and included more of the children identified with the afore mentioned disabilities.

Consequently, the increase in the number of children aged 3 through 5 identified with AU, ED, ID, or TBI negatively impacted the overall percentage of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

Indicator 7: Preschool Outcomes

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

Historical Data

	FFY	2007	2008*	2009	2010	2011	2012	2013	2014	2015	2016
A1	Target \geq			69.00%	70.00%	79.00%	79.00%	81.00%	82.00%	83.00%	84.00%
	Data		73.40%	78.00%	79.00%	81.20%	81.70%	82.64%	84.49%	83.73%	84.26%
A2	Target \geq			58.00%	59.00%	61.00%	61.00%	61.00%	61.00%	62.00%	62.00%
	Data		62.20%	63.00%	61.00%	62.10%	61.80%	60.82%	60.47%	59.86%	60.74%
B1	Target \geq			68.00%	69.00%	80.00%	80.00%	81.00%	82.00%	83.00%	84.00%
	Data		67.00%	79.00%	80.00%	80.80%	81.20%	81.83%	83.33%	82.34%	83.56%
B2	Target \geq			54.00%	55.00%	57.00%	57.00%	57.00%	57.00%	57.00%	58.00%
	Data		52.00%	59.00%	57.00%	58.70%	57.90%	57.03%	56.63%	55.91%	57.61%
C1	Target \geq			63.00%	64.00%	81.00%	81.00%	81.00%	82.00%	83.00%	84.00%
	Data		72.50%	80.00%	81.00%	82.70%	82.70%	83.98%	85.34%	83.37%	84.73%
C2	Target \geq			66.00%	67.00%	72.00%	72.00%	72.00%	72.00%	73.00%	73.00%
	Data		73.60%	75.00%	72.00%	73.10%	73.20%	72.84%	71.95%	71.00%	72.32%

*Baseline: FFY 2008

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target A1 \geq	84.00%	85.00%
Target A2 \geq	63.00%	63.00%
Target B1 \geq	84.00%	85.00%
Target B2 \geq	58.00%	58.00%
Target C1 \geq	84.00%	85.00%
Target C2 \geq	74.00%	74.00%

Targets: Description of Stakeholder Input

The TCISC and CAC stakeholder groups provide feedback relative to the monitoring priority FAPE in the LRE. Both organized stakeholder groups provide feedback relative to children ages 3-5 with IEPs and the percent who demonstrate improved positive social-emotional skills (including social relationships); acquisition and use of knowledge and skills (including early language/communication and early literacy); and use of appropriate behaviors to meet their needs. Both organized stakeholder groups provide feedback specific to children ages 3 to 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and separate special education classes, separate schools, or residential facilities.

Additional information related to the TCISC and the CAC and the mechanisms the state has in place for soliciting broad stakeholder input on the targets is found in the introduction of the SPP/APR. TEA analyzes information reported from all public input sources to identify trends for guiding improvement planning within the State.

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

FFY 2017 SPP/APR Data

Number of preschool children aged 3 through 5 with IEP's assessed	20,381
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Outcome A: Positive social-emotional skills (including social relationships)

	Number of Children
a. Preschool children who did not improve functioning	136
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2,267
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	5,538
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	7,879
e. Preschool children who maintained functioning at a level comparable to same-aged peers	4,560

Outcome A	Numerator	Denominator	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
A1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. (c+d)/(a+b+c+d)	13,417	15,820	84.26%	84.00%	84.81%
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. (d+e)/(a+b+c+d+e)	12,439	20,380	60.74%	63.00%	61.04%

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

	Number of Children
a. Preschool children who did not improve functioning	135
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2,484
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	5,835
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	8,346
e. Preschool children who maintained functioning at a level comparable to same-aged peers	3,577

Outcome B	Numerator	Denominator	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
B1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	14,181	16,800	83.56%	84.00%	84.41%
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	11,923	20,377	57.61%	58.00%	58.51%

Outcome C: Use of appropriate behaviors to meet their needs

	Number of Children
a. Preschool children who did not improve functioning	149
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1,864
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	3,766
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	7,520
e. Preschool children who maintained functioning at a level comparable to same-aged peers	7,082

Outcome C	Numerator	Denominator	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
C1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	11,286	13,299	84.73%	84.00%	84.86%
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	14,602	20,381	72.32%	74.00%	71.65%

In FFY 2017, districts reported progress data on 20,381 students participating in a Preschool Program for Children with Disabilities (PPCD) who met the State's entry and exit level definitions. This reflected an increase of 1,953 children from the previous reporting year. Progress data is only reported on children who received at least 6 months in a preschool program for children with disabilities (PPCD). The data indicated that an increased number of preschool children entering below age expectation increased their rate of growth in all three outcomes by the time they exited the program.

Indicator 8: Parent involvement

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

Historical Data

FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥		70.00%	73.00%	75.00%	75.00%	76.00%	76.00%	76.00%	78.00%	79.00%
Data	70.00%	69.00%	72.40%	75.00%	75.00%	77.00%	77.00%	78.00%	80.01%	81.02%

FFY	2015	2016
Target ≥	79.00%	80.00%
Data	77.99%	77.99%

*Baseline: FFY 2017

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target ≥	80.00%	81.00%

Targets: Description of Stakeholder Input

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

The TCISC and CAC stakeholder groups provide feedback on the monitoring priority FAPE in the LRE and on the percentage 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.

Additional information related to the TCISC and the CAC and the mechanisms the state has in place for soliciting broad stakeholder input on the targets is found in the introduction of the SPP/APR.

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

Sampling Procedure

One-sixth of the districts in Texas are surveyed each year, with the largest 18 districts (those enrolling over 50,000 students) included in every year's administration. For the 2017-18 school year, Gibson's starting place for the sampling design was Cycle 5 districts.

The sampling frame for selecting students within Cycle 5 schools proceeded in the following steps:

Selecting districts: A total of 195 districts in Cycle 5 and the 18 largest districts across the state were included in the survey population for a total of 213 districts. All open Cycle 5 districts were included in the sampling frame, including those with fewer than 10 students receiving special education services.

Selecting campuses: Within included districts, campuses were first stratified by grade span (elementary, middle, high, other). Then, if there were fewer than six campuses in a grade span, all campuses were included in the target survey group. For districts with more than six campuses in a grade span, 10% of campuses above the minimum of six campuses were randomly selected for inclusion for that district for that grade span.

Selecting students: Within selected campuses, if fewer than 20 students received special education services, all students were included in the survey target group. If more than 20 students received special education services, the research team randomly selected 10% of the special education student population above the minimum of 20 students for inclusion. This approach resulted in no more than 50 students at any one school being included in the sample. Since random sampling was employed, the resulting distribution of student characteristics at the district level (and at higher levels of aggregation) in the survey target group matched closely with the overall population of special education students in Cycle 5 districts without adjusting, truncating, or oversampling any student sub-populations by district to match the state population distribution (as done previously).

A total of 27,490 students from 1,198 campuses were targeted for the Parent Involvement survey.

9,025 (32.8%) were from 18 of the state's largest districts (and from 342 schools), while 18,465 of the sampled students (67.2%) came from 195 of the state's smaller districts (and from 856 schools). The final targeted group of students consisted of 29.7% of the students receiving special education services in the state's smaller districts and 6.7% of the students receiving special education services in the state's 18 largest districts.

The benefits of this approach are numerous. The resulting sample enabled the inclusion of more schools within districts, thus increasing the representation of students (and schools) from within those districts. For example, all campuses in districts serving fewer than 200 students were included, 90% of campuses in districts serving between 201 and 2,000 students were included, and 35% of campuses in districts serving between 2,001 and 5,000 students were included.

In March 2018, the research team packaged and shipped survey materials for districts based on the number of students included in the cycle's sample. Materials were bundled at the campus level so that districts with multiple campuses included in the survey sample could choose to disseminate the packages to each school for distribution or to distribute them centrally.

Among the 188 districts in Cycle 5 that enrolled fewer than 20,000 students, district staff were asked to distribute surveys to an average of four schools (this ranged from one campus to 16 campuses). Among the seven mid-sized districts (those enrolling 20,000 to 50,000 students), district staff were asked to distribute surveys to an average of 17 schools (this ranged from 14 to 20 schools). And within the 18 largest districts (enrolling more than 50,000 students), district staff were asked to distribute surveys to an average of 19 schools, ranging from 15 to 33 schools.

The district package included instructions for survey distribution. Each campus package contained additional instructions for a campus administrator, and sealed envelopes for each student included in the 2017-18 survey sample. The sampled student's name and grade was printed on the outside of each

envelope. Envelopes were stuffed with a hard-copy of the survey instrument (in English on one side and Spanish on the other), a letter to the parent describing the project (in English on one side and Spanish on the other), and a self-addressed, postage-paid return envelope.

Districts were instructed to distribute envelopes to targeted students, but they were free to accomplish this distribution any way they chose. They could affix mailing address information and postage, and send through the mail, or they could hand-deliver envelopes to students in their classrooms. The sampling framework was executed such that no school was asked to distribute more than 50 surveys. It is important to note that parents with multiple children receiving special education services could have received multiple surveys and would have been asked to answer each one about their experiences with each unique child. Districts were asked to distribute all surveys as soon as possible upon receipt.

The letter to parents and the survey instrument both included instructions for accessing an online version of the survey. Thus, respondents could choose to complete the survey online or mail back a hard copy survey. This flexibility enabled the research team to create additional marketing materials for follow-up efforts because the ability to respond was not contingent on a parent physically receiving a hard copy survey. For instance, if the hard copy was thrown away or never made it to the addressee, parents could still provide a response by visiting the survey URL. The online version of each survey instrument was available at www.ParentSurveyTX.com in English and Spanish.

Included in the initial survey packages were postcard reminders and copies of flyers. Both flyers and postcard reminders included information about the online survey and a Quick Response (QR) code, which could be scanned by a cell phone to direct the cell phone user to the online survey. Staff were instructed to mail postcard reminders one to two weeks following the survey launch and to utilize the flyers in any way they saw fit.

In addition to the postcard reminder, the research team stayed in close contact with districts during the survey administration window. Each district received the following materials for use in advertising and supporting the survey effort:

- Email content (in English and Spanish) that could be sent to parents of sampled students for whom the district had email information on file.
- Email content that could be sent from district leadership to school principals to help communicate the importance of the survey effort.
- Email content that could be sent from school leadership to teachers to help communicate the importance of the survey effort.
- A script for districtwide phone messaging systems to call parents of students receiving special education services (in English and Spanish) and reminding them of the survey effort.
- Content for use on social media sites (in English and Spanish).

Other email communications with districts included reminders to send the postcards and to use the marketing materials for advertising the survey effort. Halfway through the survey administration window, each district received their prior year’s response rate along with their response rate to date to try to motivate additional efforts on the part of the district to reach out to parents. As responses were submitted, the research team made calls to districts that were not on track to exceed their prior year’s response rates. Research staff verified that reminder postcards had been sent and that district staff could access materials for use in parent follow-up.

A “final push” email was sent to all districts one week prior to closure of the survey administration window. The survey administration period closed in mid-June 2018.

FFY 2017 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 2016 Data*	FFY 2017 Target*	FFY 2017 Data
3,393	4,441	77.99%	80.00%	76.4%

Overall, 4,441 responses were returned representing a 16.2% response rate statewide. This was a decrease of 735 respondents over FFY 2016 (1.5% decrease). Not all questions were completed within each survey. Therefore, the number of respondent parents of children with disabilities indicated in the FFY 2017 data fields are reflective of the averaged total number of questions by question results and respondents.

The Indicator 8 score for the state was 76.4%, meaning that, on average, parents responded positively (i.e., selected "yes", "always", or "agree") to 76.4% of the Indicator 8 items that they answered (four items if their child was under aged 14, seven items if their child was 14 or older). This was below the state's 81% target stated in the State Performance Plan for school year 2017-18. Although the average Indicator 8 score was 76%, more than half of parents (55.3%) responded positively to all the items that they answered, which resulted in an Indicator 8 score of 100%.

The parent survey was redesigned prior to the 2017-2018 administration. The revision involved altering the phrasing of items and adding or removing items in the survey. It is likely that the redesign impacted the results for FFY 2017 and therefore, the agency has established FFY 2017 as a re-baseline year.

The Texas Education Agency developed a robust Stakeholder Engagement Plan as part of the Agency's new Special Education Strategic Plan. The plan is being executed in the 2018-19 school year and is expected to yield improvement in both the level of stakeholder involvement and stakeholder satisfaction with special education in Texas. The text of the Stakeholder Engagement Plan can be found at the following link:
<https://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=51539623405&libID=51539623404>

Data analysis examined differences in response to individual survey items. In most cases, differences by subgroup did not vary by more than two to three percentage points.

Indicator 8 scores were similar across economic categories. Parents of both economically disadvantaged students and students who are not economically disadvantaged responded positively to an average of 78% of Indicator 8 items.

Examining responses based on the grade level of the student revealed that parents of middle school students responded positively to 75% of Indicator 8 items, compared with 75.2% and 77.5% of high school and elementary school parents, respectively.

The State will consider these findings and trend data across grade, gender, race/ethnicity in continuing to guide and assist region, district, and parent engagement to facilitate parent involvement as a means of improving services and results for children with disabilities.

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

Survey Demographics

The Survey Demographics presents demographic information of students whose parents completed surveys by categories including ethnicity, gender, and disability. In general, the percentages returned mirror the sample distributions. Deliberate over-and-under sampling were utilized to try and match return percentages to state distributions based on previous surveys. Of the 213 districts included in the original mailing, 213 were included in the analyses with at least one parent completed survey.

The Survey Demographics table gives an indication of the relative success of the over-/under-sampling approach. The number of surveys completed is relatively close to each target survey group.

Categories		Target Survey Group	Responding Sample	Over (+) / Under (-) Representation
Ethnicity	American Indian or Alaska Native	0.4%	0.3%	-0.1%
	Asian	2.1%	2.4%	0.3%
	Black or African American	15.5%	11.0%	-4.5%
	Hispanic/Latino	50.8%	50.4%	-0.4%
	Native Hawaiian/Other Pacific	0.1%	0.0%	-0.1%
	Two or More Races	2.2%	2.0%	-0.2%
	White	28.8%	33.9%	5.1%
Gender	Male	67.0%	65.6%	-1.4%
	Female	33.0%	34.4%	1.4%
Disability	Learning Disability	32.9%	29.8%	-3.1%
	Speech	20.0%	20.5%	0.5%
	Other Health Impaired	13.9%	15.0%	1.1%
	Autism	12.4%	14.4%	2.0%
	Intellectual Disability	10.5%	10.2%	-0.3%
	All Others	10.3%	10.1%	-0.2%

Indicator 9: Disproportionate Representations

Monitoring Priority: Disproportionate Representations

Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
(20 U.S.C. 1416(a)(3)(C))

Historical Data

FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target		0%	0%	0%	0%	0%	0%	0%	0%	0%
Data	2.00%	0.16%	0%	0%	0%	0%	0%	0%	0%	0%

FFY	2015	2016*
Target	0%	0%
Data	0%	0%

*Baseline: FFY 2016

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target	0%	0%

FFY 2017 SPP/APR Data

Number of districts with disproportionate representation of racial and ethnic groups in special education and related services	Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of	Number of districts that met the State's minimum n-size	FFY 2016 Data*	FFY 2017 Target	FFY 2017 Data
10	0	678	0%	0%	0%

*Baseline: FFY 2016

Definition and Methodology

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

For an LEA to be included in the annual analysis for Indicator 9, they must meet all the following conditions: total number of 100 students or more.

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

Based on this minimum "n" size requirement, a total of 525 districts were excluded from the calculation.

The method by which this identification is calculated utilizes a risk difference model. Risk difference compares the sizes of two risks by subtracting the risk for a comparison group from the risk for a specific racial or ethnic group. A risk difference of 0.00 indicates no difference between the risks. A positive risk difference indicates that the risk for the racial/ethnic group is greater than the risk for the comparison group. The State determines a threshold based on the distribution analysis of the risk difference data for all eligible districts. An LEA is considered disproportionate in representation of students with disabilities by race or ethnicity if they fall above the positive threshold. Based on multiple year data, a distribution analysis has yielded a threshold of 11.95 at the 99th percentile.

Districts were analyzed, and calculations were made using the most recent year data. A district is determined disproportionate in the representation of racial and ethnic groups in special education if the district exceeds the threshold in the given year. For FFY 2017, ten districts exceeded this threshold. The ten identified districts were required, through a self-assessment, to review policies, procedures, and practices related to the identification of students with disabilities to ensure compliance with 34 CFR §§300.111, 300.201, and 300.301 through 300.311.

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

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

The State's definition and methodology for disproportionate representation is under review in consideration of the proposed delay of the amended rules under 34 CFR §300.646-647 for significant disproportionality to align where possible.

Correction of Findings of Noncompliance Identified in FFY 2016

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

Indicator 10: Disproportionate Representations in Specific Disability Categories

Monitoring Priority: Disproportionate Representations

Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Historical Data

FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target		0%	0%	0%	0%	0%	0%	0%	0%	0%
Data	2.00%	0.16%	0%	0%	0%	0%	0%	0%	0%	0%

FFY	2015	2016
Target	0%	0%
Data	0%	0%

Baseline: FFY 2016

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target	0%	0%

FFY 2017 SPP/APR Data

Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	Number of districts that meet the State's minimum n-size	FFY 2016 Data	FFY 2017 Target	FFY 2017* Data
9	0	595	0%	0%	0%

*Baseline: FFY 2016

Definition and Methodology

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

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

- total number of 100 students or more,
- at least 40 students, ages 6-21, receiving special education services (as a whole) and the special, education population cannot exceed 40% of the total population,
- at least 30 students of a race or ethnicity population, that comprises at least 10% of the total student population,
- at least 10 students of a race or ethnicity population in a specific disability, and
- based on this minimum "n" size requirement, a total of 608 districts were excluded from the calculation.

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

Districts were analyzed, and calculations were made using the most recent year data. A district is determined disproportionate in the representation of racial and ethnic groups in specific disability categories if the district exceeds the threshold in the given year. For FFY 2017, nine districts exceeded this threshold. The nine identified districts were required, through a self-assessment, to review policies, procedures, and practices related to the identification of students with disabilities to ensure compliance with 34 CFR §§300.111, 300.201, and 300.301 through 300.311.

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

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

The State's definition and methodology for disproportionate representation is under review in consideration of the proposed delay to the amended rules under 34 CFR §300.646-647 for significant disproportionality to align where possible.

Correction of Findings of Noncompliance Identified in FFY 2016

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

Indicator 11: Child Find

Monitoring Priority: Effective General Supervision Part B / Child Find

**Compliance indicator: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.
(20 U.S.C. 1416(a)(3)(B))**

Historical Data

FFY	2005	2006	2007*	2008	2009	2010	2011	2012	2013	2014
Target		100%	100%	100%	100%	100%	100%	100%	100%	100%
Data			89.19%	94.19%	96.00%	98.00%	98.80%	98.30%	98.94%	99.55%

FFY	2015	2016
Target	100%	100%
Data	99.73	99.02%

*Baseline: FFY 2007

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target	100%	100%

FFY 2017 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-	FFY 2016 Data*	FFY 2017 Target*	FFY 2017 Data
101,287	101,056	99.02%	100%	99.77%

Number of children included in (a), but not included in (b) [a-b]	231
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State Timeline for Initial Evaluation

The State's timeline for initial evaluations is specified in the Texas Administrative Code (TAC) Title 19 Chapter 89, Adaptations for Special Populations Subchapter AA, Commissioner's Rules Concerning Special Education Services, and specifically in:

19 TAC §89.1011 Full and Individual Initial Evaluation

- (a) Referral of students for a full individual and initial evaluation for possible special education services must be a part of the district's overall, general education referral or screening system. Prior to referral, students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial; remedial; compensatory; response to scientific, research-based intervention; and other academic or behavior support services. If the student continues to experience difficulty in the

general classroom after the provision of interventions, district personnel must refer the student for a full individual and initial evaluation. This referral for a full individual and initial evaluation may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Timeline Delays

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

Of the total number of children for whom parental consent to evaluate was received but not whose evaluations were not completed within the State established timeline (868) 474 were completed between one and 30 days beyond the required timeline, and 395 were completed 31 or more days beyond the required timeline as outlined below.

(1) Range of days	1-30 days beyond timeline	31 + days beyond timeline	Total beyond timeline
# of students	116	115	231
% of students	50.22%	49.78%	100%

Most of delays (83% total) were due to lack of available assessment personnel (69%) and scheduling (14%) as indicated in the following table.

(2) Reason for Delay	#	%
LEA delay due to scheduling	32	14%
LEA delay due to lack of available assessment personnel	160	69%
LEA delay from contracted personnel	2	2%
Parent delay (no LEA documentation for exception)	10	4%
Student transfer/enrollment into district prior to completion of timeline begun in previous district (no LEA documentation for exception)	1	0.8%
Other	28	11%
Total reported reasons for delay	231	100%

The Texas Education Agency (TEA) has developed a secure, online application for the collection of data related to Indicator 11. Students for whom the evaluation process was completed during the July 1, 2017 to June 30, 2018 school year are included in this data collection. This would also include students for whom parental consent was obtained late in the 2016-17 reporting period and the eligibility process was completed between July 1, 2017 and June 30, 2018.

During the FFY 2017, all districts that evaluated students with disabilities submitted aggregate data on timely initial evaluation. Districts that did not evaluate any students with disabilities submitted a zero count. The application was designed to validate data and to ensure integrity (for example, certain counts could not exceed the totals entered). Technical assistance and associated documents increased the accuracy of the data for Indicator 11. Additional information about the data collection process for Indicator 11 (instructions, collection instrument, etc.) can be found on the TEA LEA Reports and Requirements website.

Correction of Findings of Noncompliance Identified in FFY 2016

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
51	50	0	1

FFY 2016 Findings of Noncompliance Verified as Corrected

The Texas Education Agency Division of IDEA Support notified districts of their noncompliance with FFY 2016 SPP Indicator 11 in October 2017. Districts were required to submit a “Corrective Action Plan (CAP).” The CAP was required of all districts that had issues of noncompliance to address. The TEA Division of School Improvement (SI) staff reviewed the CAP and updated data and documentation to determine if districts were implementing the appropriate regulations associated with the indicators and corrected the noncompliance.

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

In addition to the required CAP, districts were required to submit student level data specific to each individual case of noncompliance. SI staff reviewed the updated data and documentation to determine if each individual case of noncompliance was corrected, and whether systemic corrections were made to ensure districts were implementing the appropriate regulations associated with the indicator. The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator has completed the required action (e.g., the evaluation), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), consistent with OSEP Memorandum 09-02, dated October 17, 2008.

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

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

The designation of one finding remaining represent 1 district (one finding per district identified). The finding not yet verified as corrected is specific to continuing noncompliance for more than two consecutive years and is the subject of additional sanctions. Additional sanctions include:

- One district has received on-site monitoring visits and have ongoing focused technical assistance through a team of regional and state technical assistance and monitoring personnel and is showing improved results.

Correction of Findings of Noncompliance Identified Prior to FFY 2016

	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2016 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
FFY 2015	2	2	0
FFY 2014	1	1	0

FFY 2015 Findings of Noncompliance Verified as Corrected

The Texas Education Agency Division of Special Education notified districts of their noncompliance with FFY 2015 SPP Indicator 11 in October 2016. Districts were required to submit a “Corrective Action Plan (CAP).” The CAP was required of all districts that had issues of noncompliance to address. The TEA Division of School Improvement (SI) staff reviewed the CAP and updated data and documentation to determine if districts were implementing the appropriate regulations associated with the indicators and corrected the noncompliance.

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

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

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

FFY 2014 Findings of Noncompliance Verified as Corrected

The Texas Education Agency Division of Special Education notified districts of their noncompliance with FFY 2014 SPP Indicator 11 in October 2015. Districts were required to submit a “Corrective Action Plan (CAP).” The CAP was required of all districts that had issues of noncompliance to address. The TEA Division of School Improvement (SI) staff reviewed the CAP and updated data and documentation to determine if districts were implementing the appropriate regulations associated with the indicators and corrected the noncompliance.

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

In addition to the required CAP, districts were required to submit student level data specific to each individual case of noncompliance. SI staff reviewed the updated data and documentation to determine if

each individual case of noncompliance was corrected, and whether systemic corrections were made to ensure districts were implementing the appropriate regulations associated with the indicator.

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

Indicator 12: Early Childhood Transition

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

Historical Data

FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target		100%	100%	100%	100%	100%	100%	100%	100%	100%
Data			77.00%	89.00%	92.00%	98.00%	99.10%	99.80%	99.71%	99.48%

FFY	20015	2016
Target	100%	100%
Data	99.82%	99.50%

Baseline: FFY 2007

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target	100%	100%

FFY 2017 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	11,372
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	1,550
c. Number of those found eligible who have an IEP developed and implemented by their third	8,703
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.	723
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	389

	Numerator (c)	Denominator (a-b-d-e)	FFY 2016 Data*	FFY 2017 Target*	FFY 2017 Data
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. $[c/(a-b-d-e)] \times 100$	8,703	8,710	99.50%	100%	99.92%

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

7

Timeline Delays

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

Of the total number of children for whom eligibility was determined and the IEP developed beyond the third birthday (7) 3 were completed between one and 30 days beyond the required timeline, and 4 were completed 31 or more days beyond the required timeline as outlined below.

(1) Range of days	1-30 days beyond timeline	31 + days beyond timeline	Total beyond timeline
# of students	3	4	7
% of students	43%	57%	100%

All delays (100% total) were due to scheduling (28.5%), delay in referral from ECI (43%), and other reasons (28.5%) as indicated in the following table.

(2) Reason for Delay	#	%
LEA delay due to scheduling	2	28.5%
LEA delay due to lack of available assessment personnel	0	0%
LEA delay from contracted personnel	0	0%
Parent delay (no LEA documentation for exception)	0	0%
Part C (ECI) did not notify/refer child to Part B at least 90 days prior to the child's third birthday	3	43%
Other	2	28.5%
Total reported reasons for delay	7	100%

The Texas Education Agency (TEA) has developed a secure, online application for the collection of data related to Indicator 12. Students for whom the IEP is developed and implemented by their third birthday during the July 1, 2017 to June 30, 2018 school year are included in this data collection.

During the FFY 2017, all districts that evaluated students with disabilities submitted aggregate data on the transition of children referred by Part C to Part B. Districts that did not evaluate any students with disabilities submitted a zero count. The application was designed to validate data and to ensure integrity (for example, certain counts could not exceed the totals entered). Technical assistance and associated documents increased the accuracy of the data for Indicator 12. Additional information about the data collection process for Indicator 12 (instructions, collection instrument, etc.) can be found on the TEA website at [LEA Reports and Requirements](#).

Correction of Findings of Noncompliance Identified in FFY 2016

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
18	18	0	0

FFY 2016 Findings of Noncompliance Verified as Corrected

The Texas Education Agency Division of IDEA Support notified districts of their noncompliance with FFY 2016 SPP Indicator 12 in October 2017. Districts were required to submit a "Corrective Action Plan (CAP)." The CAP was required of all districts that had issues of noncompliance to address. The TEA Division of School Improvement (SI) staff reviewed the CAP and updated data and documentation to determine if districts were implementing the appropriate regulations associated with the indicators and corrected the noncompliance.

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

In addition to the required CAP, districts were required to submit student level data specific to each individual case of noncompliance. SI staff reviewed the updated data and documentation to determine if each individual case of noncompliance was corrected, and whether systemic corrections were made to ensure districts were implementing the appropriate regulations associated with the indicator. The State has verified that each LEA with corrected noncompliance reflected in the data the State reported for this indicator has completed the required action (e.g., the evaluation, IEP developed and implemented), though late, unless the child is no longer within the jurisdiction of the LEA (Prong 1), consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Correction of Findings of Noncompliance Identified Prior to FFY 2016

	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2015 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
FFY 2015	0	0	0

Indicator 13: Secondary Transition

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

Historical Data

FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target		100%	100%	100%	100%	100%	100%	100%	100%	100%
Data					97.00%	99.00%	99.30%	99.70%	99.74%	99.84%

FFY	2015	2016
Target	100%	100%
Data	99.58%	99.79%

Baseline: FFY 2009

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target	100%	100%

FFY 2017 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 2016 Data*	FFY 2017 Target*	FFY 2017 Data
21,750	21,855	99.79%	100%	99.52%

Data Collection

The Texas Education Agency (TEA) has developed a secure, online application for the collection of data related to Indicator 13. Included in this data collection are students with disabilities who were at least age 16 up through age 21 (age 22 if appropriate) between July 1, 2017 and June 30, 2018 and included students who were age 15 but turned age 16 by June 30, 2018.

During FFY 2017, all districts serving students with disabilities receiving special education services ages 16-21 submitted student level data on compliance aspects of the secondary transition process. Districts that did not serve students with disabilities ages 16-21 were required to submit a zero count. Districts with

less than 30 students with disabilities ages 16-21 were required to submit data on all students. Districts with more than 30 students with disabilities ages 16-21 were required to follow a sampling procedure to ensure the submission of data reflective of the district's student with disabilities ages 16-21 population. A description of the sample procedures can be found on the TEA [LEA Reports and Requirements website](#).

Data collection and use of an online SPP 13 application is an integral part of the statewide training process for this indicator. The training includes data collection tools including a Data Collection Checklist for measuring SPP Indicator 13 and the Data Collection Checklist Guidance (Student Folder/IEP Review Chart). Additionally, a Data Integrity Checklist is provided to facilitate the review of students' folders.

The Data Collection Checklist for measurement of SPP Indicator 13 is aligned with the National Secondary Transition Technical Assistance Center (NSTTAC) guidance on data collection. The use of these tools ensures that comparable data is collected throughout the state. The reviewer responds either "yes" or "no" to each of the eight compliance items included in the Data Collection Checklist, which addresses key elements of secondary transition reflected in the Individuals with Disabilities Education Act (IDEA).

To report an IEP in compliance with Indicator 13, all eight compliance Data Collection Checklist items must have a "yes" response. Therefore, if there was one "no" response, the IEP did not meet the SPP Indicator 13 measurement requirements. The online SPP 13 application automatically calculates compliance based on the response to the Data Collection Checklist items. Data collection resources can be found on the TEA [LEA Reports and Requirements website](#).

Correction of Findings of Noncompliance Identified in FFY 2016

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
11	11	0	0

FFY 2016 Findings of Noncompliance Verified as Corrected

The Texas Education Agency notified districts of their noncompliance with FFY 2016 SPP Indicator 13 in October 2017. Districts were required to submit a "Corrective Action Plan (CAP)." The CAP was required of all districts that had issues of noncompliance to address. The TEA Division of School Improvement (SI) staff reviewed the CAP and updated data and documentation to determine if districts were implementing the appropriate regulations associated with the indicators and corrected the noncompliance.

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

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

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

Correction of Findings of Noncompliance Identified Prior to FFY 2016

	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2014 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
FFY 2015	0	0	0

Indicator 14: Post-School Outcomes

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Results indicator: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
 - B. Enrolled in higher education or competitively employed within one year of leaving high school.
 - C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
- (20 U.S.C. 1416(a)(3)(B))

Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
A	2009	Target						27.00%	24.00%	25.00%	26.60%	28.00%
		Data					26.00%	23.00%	22.00%	27.00%	26.77%	24.97%
B	2009	Target						60.00%	56.00%	57.00%	60.00%	61.00%
		Data					59.00%	55.00%	57.00%	59.00%	61.55%	54.21%
C	2009	Target						73.00%	71.00%	72.00%	71.60%	73.00%
		Data					72.00%	70.00%	69.00%	69.00%	71.65%	67.36%

	FFY	2015	2016
A	Target	28.00%	29.00%
	Data	24.39%	21.41%
B	Target	61.00%	62.00%
	Data	57.38%	53.69%
C	Target	74.00%	76.00%
	Data	68.52%	66.67%

Baseline: FFY 2009

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target A ≥	29.00%	30.00%
Target B ≥	62.00%	63.00%
Target C ≥	78.00%	80.00%

Targets: Description of Stakeholder Input

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

Stakeholder input for Indicator 14 is identical to stakeholder input for Indicator 1. Both organized stakeholder groups provide feedback relative to the monitoring priority, Effective General Supervision Part B / Effective Transition, specific to the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education; in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. The TEA analyzes information reported from all public input sources to identify trends for guiding improvement planning within the State.

Sampling Procedures

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

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

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

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

Sampling procedures yielded survey respondents comparative in representation to State demographics for the overall population of students who had IEPs in effect at the time they left school and graduated with a regular high school diploma and/or received a certificate as reported in the November 2018 618 data collection.

The responding sample was relatively aligned, though somewhat under-representative of African American students and slightly over-representative of Hispanic/Latino and white students. Specifically, African American student represented 19% of the population exiting school, but approximately 15% responded to the survey. In contrast, 46% of Hispanic/Latino students with disabilities represented 49% of the exiting population and 49% Hispanic/Latino students/parents responded to the survey. Similarly, white students made up 32% of the survey respondent sample compared with 30% of the state special education exiting population. In contrast, white students were somewhat over-represented, making up 29% of the state population of students receiving special education services, but 36% of the responding sample. All other race/ethnicity groups were represented in the survey sample within half of a percentage point of their size in the state population.

A larger percentage of parents responding had a child with a learning disability (49% of the responding sample compared with 54% of the state special education exiting population). Alternatively, the responding sample was made up of slightly fewer parents of students with other health impairment as their primary

exceptionality (15% in the responding sample compared with 14% in the state special education exiting population). Additionally, the number of respondents identified with intellectual disabilities increased by 3% and students with autism were somewhat over represented in comparison to the targeted leaver group this reporting year.

Demographic comparisons are included in the following tables:

Comparison of race/ethnicity of students receiving special education services in responding sample and statewide.

Race/Ethnicity	State	Responding Sample	Over(+) Under (-) Representation
American Indian or Alaska Native	<1%	0.00%	0.00%
Asian	1.18%	1.63%	0.45%
Black or African American	19.46%	14.89%	-4.57%
Hispanic/Latino	46.23%	49.02%	2.79%
Native Hawaiian/Other Pacific	<1%	0.00%	0.00%
Two or More Races	1.74%	1.71%	-0.03%
White	30.68%	32.67%	1.99%

Comparison of primary exceptionality/disability of students receiving special education services in responding sample and statewide.

Primary Exceptionality/Disability	State	Responding Sample	Over (+) Under (-) Representation
	% of Total	% of Total	From Target
Auditory Impairment	1.31%	2.14%	0.83%
Autism	7.19%	11.22%	3.2%
Deaf/Blind	<1%	0.13%	0.12%
Emotional Disturbance	9.39%	6.25%	0.3%
Intellectual Disability	9.38%	13.34%	3.96%
Learning Disability	53.87%	49.09%	-4.78%
Noncategorical Early Childhood	<1%	0.05%	0.05%
Orthopedic Impairment	0.74%	1.12%	0.38%
Other Health Impairment	13.71%	14.5%	0.79%
Speech Impairment	0.50%	0.59%	-0.09%
Traumatic Brain Injury	0.48%	0.36%	-0.12%
Visual Impairment	0.62%	1.2%	0.58%

Actual Survey Data Collection Methodology

Data collection, using the VOXCO Computer Assisted Telephone Interviewing (CATI) software program, began on June 1, 2018 and ended on August 3, 2018. A total of 3,921 completed cases were collected: 3,565 English cases and 356 Spanish cases. Of the 3,921 completed cases, 333 were completed using the web version of the VOXCO survey.

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

For a variety of reasons, some people are reluctant to participate in surveys. NuStats codes call dispositions with very specific outcome codes. For the 2018 Post-School Outcome Survey, when a respondent refused,

these cases were coded as first refusals, or soft refusals, and were re-contacted after several days to a week had passed, since many people are willing to participate in a survey if they are contacted again at a time that is more convenient for them. Attempts to contact a potential respondent were discontinued if the potential respondent gave two soft refusals. More strongly worded refusals—for example, refusals in which the respondent asked to be taken off the list, yelled, made threats, or used profanity—were coded as hard refusals and were not re-contacted. Included in the refusals percentage are first, second and final refusals as well as hang ups and refusal to continue on a cell phone. The refusal rate for 2018 was 7%, which was 4 percent lower than in the 2017 results.

Invalid number rates (including disconnected phones, wrong numbers, business or government lines, and fax/modem lines) increased this year to 23 percent, as compared to 15 percent last year. Data collection yielded an overall completion rate of 34.1 percent, which is the same percentage obtained in 2017.

Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	3,921
1. Number of respondent youth who enrolled in higher education within one year of leaving high	718
2. Number of respondent youth who competitively employed within one year of leaving high	1,277
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)	241
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).	304

	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 2016 Data*	FFY 2017 Target*	FFY 2017 Data
A. Enrolled in higher education (1)	718	3,921	21.41%	29.00%	18.31%
B. Enrolled in higher education or competitively employed within one year of leaving high school (1+2)	1,995	3,921	53.69%	62.00%	50.88%
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4)	2,540	3,921	66.67%	78.00%	64.78%

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

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

Sample Management

A total of 11,492 sample records were received to conduct this year's study, and 25,507 calls were made to find qualified respondents. Calls were made at varying times of day and days of the week to maximize the chance to make contact. The average number of call attempts to all sampled records was 10 calls. Various call attempts were made to the different possible phone numbers available. Additionally, NuStats made attempts to contact former students via email and text. Contact via telephone reached 4,807, or 42 percent of all cases. Included in this number are: completes, web completes, hang ups, 1st refusals, 2nd refusals, final refusals, still in high school, refuse to continue on cell phone, partial completes, language barrier (other language or deaf/TTY). Email and text contacts are not included because it is only possible to know if the respondent was reached if they completed a survey.

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

As in 2017, NuStats supplemented call attempts with attempts to reach respondents via email. At approximately one month into dialing, a database was created of all available email addresses of respondents who had not yet completed a survey, refused, or were deemed not eligible. An email blast was sent out to those email addresses to encourage potential respondents to participate in the ongoing survey. Two weeks after sending this email, a reminder email was sent to all potential respondents who had not yet completed a survey, refused, or were deemed not eligible. The following week, a database was prepared of the email addresses of all parents, guardians and additional contacts. Emails were sent to these groups requesting they encourage their child to participate in the survey. These emails were sent weekly for the remainder of the study to the parents, guardians or other contacts of former students that had not yet participated in the survey, refused, or been deemed not eligible. The text of these emails may be found in Appendix C of the [State Performance Plan Indicator 14: Post-School Follow-Up Survey \(2016-2017\) Final Report – State](#)

It is difficult to pinpoint the exact reason for the 3% slippage in the number of respondent youth who enrolled in higher education within one year of leaving high school. The completion rate remained constant from FFY2016 to FFY 2017, and the survey vendor followed the same procedures as in years past by carefully disseminating surveys to the targeted leaver group. However, the fact that the representation of the respondent group varied from year to year could have impacted the results. For instance, the number of respondents identified with intellectual disabilities increased by 3% and students with autism were somewhat over represented this reporting year which likely influenced the outcomes.

The agency has engaged in the following activities designed to improve the state's data collection specific to SPP 14 and to positively impact post-secondary outcomes for students.

This year the agency will absorb the existing stand-alone SPPI-14 data collection into Texas Student Data System (TSDS) to further streamline the data collection process, decrease the data collection burden on districts, increase access to real time student data, ensure that the survey vendor has a larger and more

complete pool of students from whom to draw a sample, and provide more accurate and complete data on post-school outcomes.

We anticipate that this change will improve the state's response rate and lessen the representative differences between the response group and targeted leavers with IEPs.

Second, effective September 1, 2017, a Memorandum of Understanding (MOU) was signed between the Texas Workforce Commission (TWC) and TEA. The MOU promotes collaboration in the delivery of transition services, including pre-employment transition services, for students with disabilities transitioning from secondary education to employment and independent living mandated by IDEA as amended, and the Workforce Innovation and Opportunity Act (WIOA). The implementing regulations for both WIOA and IDEA require the formalization of interagency agreements concerning the transition services for students with disabilities who have an Individualized Education Program (IEP). Overall, TEA is working hand in hand with multiple intra and inter-agency priorities to better prepare students for college, career, and military through preparation programs and engagement opportunities as early as possible to assist in transition and other planning with families and students.

Finally, TEA is in the process of redesigning the statewide leadership network specific to transition and post-secondary outcomes. The revised statewide leadership network, Student-Centered Transitions, is designed to promote students to be actively involved in planning, communicating, and evaluating progress to meet their post-secondary goals and to graduate all students ready for college and career.

It is equally difficult to pinpoint the exact reason for the 2.8% slippage in the number of respondent youth who enrolled in higher education or competitively employed within one year of leaving high school. The survey completion rate remained constant from FFY2016 to FFY 2017, and the survey vendor followed the same procedures as in years past by carefully disseminating surveys to the targeted leaver group. However, the fact that the representation of the respondent group varied from year to year could have impacted the results. For instance, the number of respondents identified with intellectual disabilities increased by 3% and students with autism were somewhat over represented this reporting year which likely influenced the outcomes.

It is also difficult to pinpoint the exact reason for the 1.9% slippage in the number of respondent youth who enrolled in higher education or in some other postsecondary education or training program, or competitively employed in some other employment within one year of leaving high school. The survey completion rate remained constant from FFY2016 to FFY 2017, and the survey vendor followed the same procedures as in years past by carefully disseminating surveys to the targeted leaver group. However, the fact that the representation of the respondent group varied from year to year could have impacted the results. For instance, the number of respondents identified with intellectual disabilities increased by 3% and students with autism were somewhat over represented this reporting year which likely influenced the outcomes.

Indicator 15: Resolution Sessions

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. (20 U.S.C. 1416(a)(3(B))

Historical Data

FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target \geq			23.00%	30.00%	30.00%	25.00%	25.00%	25.00%	25.00%	25.00%
Data	20.40%	20.40%	29.00%	29.00%	32.00%	22.47%	29.61%	41.60%	28.70%	46.85%

FFY	2015	2016
Target \geq	25.00%	25.00%
Data	47.89%	35.63

Baseline: FFY 2005

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target	25.00 - 30.00%	25.00 - 30.00%

Targets: Description of Stakeholder Input

Stakeholder input for Indicator 15 is identical to stakeholder input for Indicator 1.

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

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

Source	Date	Description	Data
SY 2016-17 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/8/2018	3.1(a) Number resolution sessions resolved through settlement agreements	41
SY 2016-17 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/8/2018	3.1 Number of resolution sessions	129

FFY 2017 SPP/APR Data

3.1(a) Number resolution sessions resolved through settlement agreements	3.1 Number of resolution sessions	FFY 2016 Data*	FFY 2017 Target*	FFY 2017 Data
41	129	35.63%	25.00 - 30.00%	31.78%

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

Indicator 16: Mediation

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

Historical Data

FFY	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥		73.80%	76.00%	80.00%	80.00%	75.00%	75.00%	75.00%	75.00%	75.00%
Data	79.60%	73.80%	78.35%	77.00%	77.89%	80.00%	77.13%	74.40%	79.79%	79.55%

FFY	2015	2016
Target ≥	75.00%	75.00%
Data	75.22%	76.5%

Baseline: FFY 2005

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target	75.00 - 80.00%	75.00 - 80.00%

Targets: Description of Stakeholder Input

Stakeholder input for Indicator 16 is identical to stakeholder input for Indicator 1.

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

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

Source	Date	Description	Data
SY 2016-17 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/8/2018	2.1.a.i Mediations agreements related to due process complaints	91
SY 2016-17 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/8/2018	2.1.b.i Mediations agreements not related to due process complaints	72
SY 2016-17 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/8/2018	2.1 Mediations held	215

FFY 2017 SPP/APR Data

2.1.a.i Mediations agreements related to due process	2.1.b.i Mediations agreements not related to due process	2.1 Mediations held	FFY 2016 Data*	FFY 2017 Target*	FFY 2017 Data
91	72	215	76.50%	75.00 - 80.00%	75.81%

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

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

Indicator 17: State Systemic Improvement Plan

Monitoring Priority: General Supervision

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

Baseline Data

FFY	2013	2014	2015	2016	2017
Target		60.0%	60.0%	62.0%	65.0%
Data	65.5%	*39.6%	39.9%	40.8%	47.0%

Baseline: Re-baselined FFY 2014

*Corrected from FFY 2014 submission to reflect grades 3-8 only

FFY 2018 Targets

FFY	2018
Target	70.0%

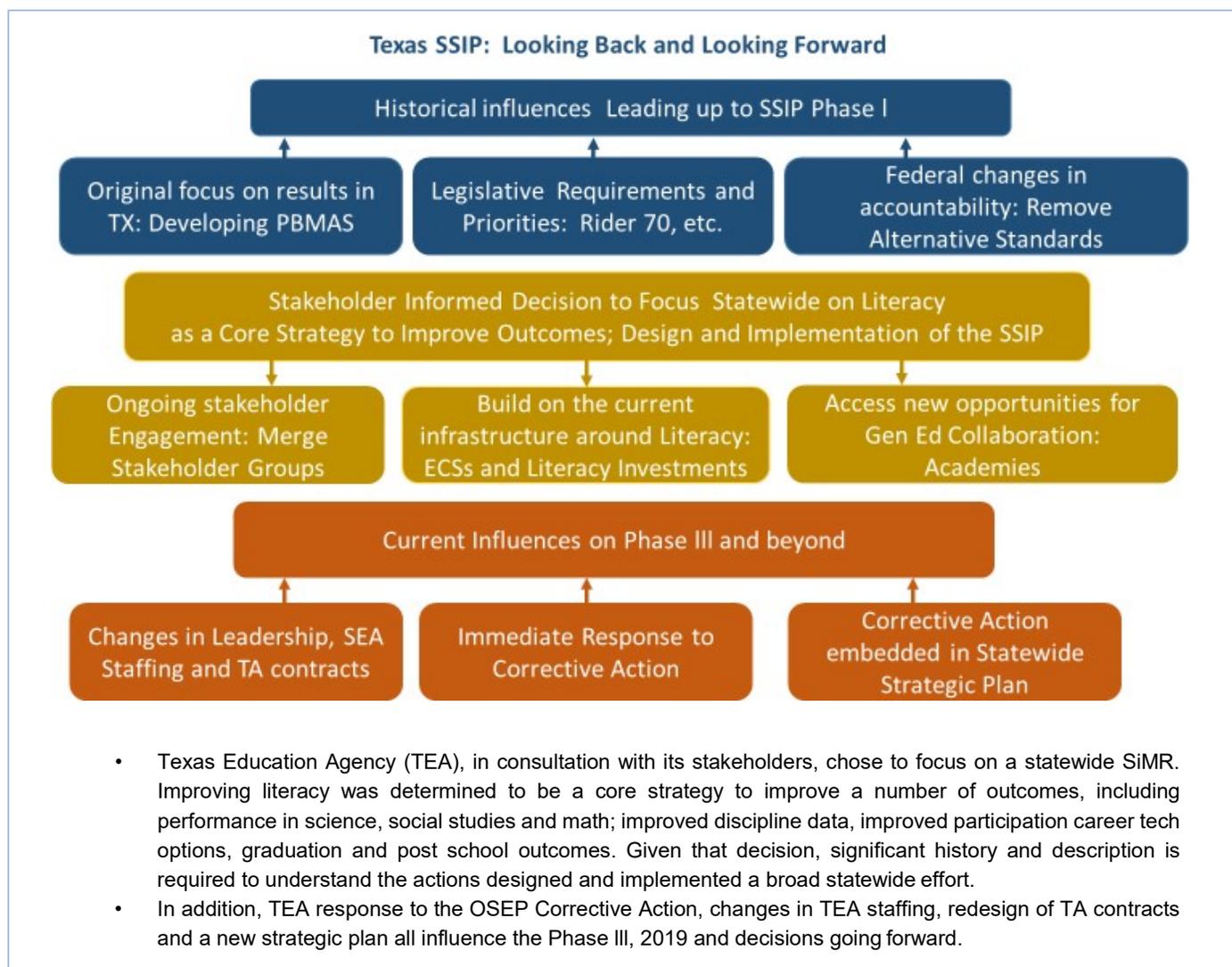
Description of Measure:

Description

The measure will evaluate the effectiveness of the State's efforts to implement a selection of existing and additional coherent improvement strategies that will improve reading proficiency rate for all children with disabilities grades 3-8 taking the State of Texas Assessments of Academic Readiness (STAAR), STAAR Accommodated (administered for the last time December 2016), or STAAR Alternate 2 through FFY 2018. Beginning in spring 2017 STAAR is offered online with embedded supports (i.e., text-to-speech, content supports, language and vocabulary supports) for eligible students.

Stakeholders agree that by focusing on reading proficiency, results will improve in other critical areas such as graduation, dropout, math proficiency, and post-secondary outcomes. Additionally, stakeholders agree that leveraging existing infrastructure and initiatives, as well as expanding and/or initiating strategies that affect the reading proficiency of children with disabilities, will enable the State to realize the most impact on improving results for children and youth with disabilities and their families. Therefore, the decision to incorporate the measure statewide, rather than limiting the States focus to certain regions or groups of students allows the State to scale up new and revised initiatives through existing frameworks and infrastructures. See *Figure 1*.

Figure 1 – Influences and Decisions



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

Metric

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

For students served in special education who met specific participation requirements, the STAAR system initially included two alternative assessments: STAAR Modified and STAAR Alternate. However, after the U.S. Department of Education informed states that assessments based on modified standards could not be used for accountability purposes after the 2013-2014 school year, STAAR Modified assessments were administered for the last time in the 2013-2014 school year. (During the 2013-2014 school year, the number of students in grades 3-9 served in special education and tested on the STAAR Modified assessment in all subjects applicable to the students' grade levels was 70,488.)

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

Also, the STAAR A, which is an online accommodated version of the general STAAR, was first administered in the 2014-2015 school year. It provides embedded supports designed to help students with disabilities access the content being assessed. The passing standards for STAAR A are the same as the general STAAR test. Students formerly assessed with STAAR Modified now take the general STAAR/STAAR A. STAAR A was administered for the last time in December 2016. Beginning in spring 2017 STAAR is offered online with embedded supports (i.e., text-to-speech, content supports, language and vocabulary supports) for eligible students, thus eliminating a separate STAAR A version.

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

Baseline and Targets – (Explanation of Changes)

The measure was re-baselined (*39.6%) due to the elimination of the STAAR Modified, resulting in students formerly assessed with STAAR Modified generally taking the STAAR/STAAR A, and newly designed STAAR Alternate 2.

*Corrected from FFY 2014 submission to reflect grades 3-8 only

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

Targets: Description of Stakeholder Input

Broad Stakeholder System

Historically, access to broad stakeholder input has been the cornerstone of the Texas Continuous Improvement Process (TCIP). In consideration of the State Systemic Improvement Plan (SSIP) and in determination of the State Identified Measurable Result (SiMR), engagement in the TCIP's reliance on access to broad stakeholder input was critical. Sources of data the State considers in the course of

continuous improvement always includes stakeholder feedback gathered through a variety of methods statewide including surveys, public forums, public hearings, and stakeholder meetings. To ensure feedback that is truly representative of the State's geographic and ethnic diversity, a systematic approach for obtaining stakeholder participation has been utilized. Key stakeholder roles are determined, and a recruitment plan has been implemented for a variety of input needs. The key perspectives or roles included in all advisory or informal work groups include parents, teachers, campus and school district administrators, parent-support and advocacy groups, higher education institutions, Education Service Centers (ESCs), and other state agencies. In addition to external stakeholder groups, internal stakeholders across the Agency provide input. TEA analyzes information reported from all public input sources to identify trends and/or barriers for guiding improvement planning within the State. Targets are set after careful consideration of recommendations from extensive stakeholder review and involvement, identified trends, and identified barriers. The value of stakeholder engagement is an underlying belief and TEA works to build understanding and create opportunities for ongoing interaction between extended stakeholder networks and designated stakeholder groups that are formally appointed or convened around issues. The State recognizes the importance of and need to continuously evolve its system to meaningfully engage over critical issues in the State with its stakeholders.

Efforts to expand on the State's commitments to broad stakeholder input are included in current and new initiatives being implemented in the 2019-2020 school year.

Stakeholder Groups

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

- advise the Texas Education Agency (TEA) of unmet needs within the state in the education of children with disabilities;
- comment publicly on any rules or regulations proposed by the state regarding the education of children with disabilities;
- advise TEA in developing evaluations and reporting on data to the Secretary of Education under Section 1418 of IDEA 20 U.S.C. §1418;
- advise TEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of IDEA;
- advise TEA in developing and implementing policies relating to the coordination of services for children with disabilities; and
- advise TEA in setting standards related to significant disproportionality determination.

Representative members from this committee serve on other workgroups and committees committed to development of the SSIP and related activities to assure continuity and a two-way flow of information between all stakeholder groups and the State. The CAC is the conduit to reach large numbers of stakeholders in their networks and share key messages about strategy, content, and outcomes.

Specific to the development of the SSIP in SPP Indicator 17, setting targets, and continued review and evaluation against targets, the Texas Continuous Improvement Steering Committee (TCISC) serves as the external work group tasked with advisement on topics such as general supervision, monitoring, infrastructure, intervention, and improvement activities relating to the improvement plan. This group, newly

formed in spring of 2014, combined two former stakeholder groups that separately provided perspectives on state supervision, monitoring, target setting, and improvement planning, and includes approximately 30 members representing key perspectives or roles. Members represent:

- district and campus administrators
- special education directors
- teachers
- parents
- higher education institutes
- multiple advocacy agencies and professional groups
- ESCs
- other related state agencies
- related service providers
- evaluation personnel
- other established stakeholder groups

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

Additionally, specific to this indicator, feedback and data sources within the Texas Education Agency (TEA) organization plays a key role. Cross divisional meetings and data sharing continues to be vital in the analysis of data, infrastructure, historical and future improvement strategies, and measurable results. Internal TEA workgroups collect, gather, and review all relevant data and resources specific to potential systemic improvement needs. Various interconnected departments and divisions within the agency that are responsible for a variety of agency functions that have an impact on students with disabilities coordinate around relative initiatives and projects. This ongoing communication is pivotal to interagency communication and collaboration resulting in consistency and integrated systemic improvement.

Indicator 17: State Systemic Improvement Plan

Monitoring Priority: General Supervision

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

Data Analysis

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

Key Data Analysis - 1(a)

Inherent to the Texas Continuous Improvement Process (TCIP), key data elements are analyzed each year through various internal and external stakeholder processes. Learning what is known, what needs to be communicated, and how it will be best understood by the variety of stakeholders guides the process. Stakeholders who possess qualitative data, given their involvement at the local and regional levels, as well as stakeholders who provide quantitative data from various data collection sources are included in this practice of broad data analysis. Existing Agency infrastructure allows for easy and quick access to data sources included in SPP/APR indicators, Section 618 data collections, and data reflected in state level accountability and Performance Based Analysis System (PBMAS) reports. The States effort to enhance its monitoring components is ongoing and includes additional data sources to assist stakeholders in pursuit of continuous improvement.

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

Additional LEA and student level data not collected through PEIMS and specific to certain SPP/APR indicators and reporting requirements are collected through a secure web-based portal known to users as the Texas Education Agency Secure Environment (TEASE)/Texas Education Agency Login (TEAL)

application. Data specific to indicators 7, 11, 12, 13, and 14 are collected each year during applicable collection periods in the SPP indicator application located within TEASE/TEAL.

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

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

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

The following tables illustrate the types of data that became the focus for determining the state identified measurable result (SiMR) and targets for the SSIP. TEA devoted, and continues to spend, significant time with stakeholder groups to build data literacy so they can contribute actively to discussions and decisions.

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

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

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

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

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

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

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

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

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

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

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

PBMAS Indicator	2009 State Rate	2011 State Rate	Change
TAKS Passing Rate of Students Being Served (Mathematics)	59.5%	68.2%	+8.7
TAKS Passing Rate of Students Being Served (Reading)	68.1%	75.4%	+7.3
TAKS Passing Rate of Students Being Served (Science)	51.1%	59.9%	+8.8
TAKS Passing Rate of Students Being Served (Social Studies)	69.9%	77.5%	+7.6
TAKS Passing Rate of Students Being Served (Writing)	70.3%	76.6%	+6.3

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

PBMAS Indicator	2009 State Rate	2011 State Rate	Change
TAKS Passing Rate of Students One Year after Being Served (Mathematics)	77.5%	83.4%	+5.9
TAKS Passing Rate of Students One Year after Being Served (Reading)	83.3%	86.8%	+3.5
TAKS Passing Rate of Students One Year after Being Served (Science)	73.4%	81.0%	+7.6
TAKS Passing Rate of Students One Year after Being Served (Social Studies)	90.2%	94.3%	+4.1
TAKS Passing Rate of Students One Year after Being Served (Writing)	88.1%	89.8%	+1.7

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

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

Data Disaggregation - 1(b)

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

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

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

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

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

Data was also analyzed across the 20 identified regional ESC areas. Results did not reveal a particular area or region that was significantly different. The need to reallocate existing resources or initiate new strategies in one or a few targeted regions within the State was not evident from this analysis. Instead, stakeholders believe the existing infrastructures support the State's ability to implement new and ongoing

strategies statewide without the need for scaling-up initiatives from selected districts or regions, thereby having greater student level impact statewide.

Insights: Stakeholders were concerned with possible root causes linked to teacher quality, access to services, and implementation of effective practices inherent to student success and the potential lack thereof in certain settings that may affect student performance in reading proficiency. Continued discussions have led to expanded resource allocation and initiatives to address educator support and professional service needs. See Figure XX.

Data Quality - 1(c)

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

Compliance Data and Potential Barriers - 1(d)

Potential barriers to improvement specific to compliance data were analyzed. Data included in SPP/APR indicators 9, 10, 11, 12, and 13 show the State has maintained high levels (above 95%) over the last 4 to 5 years. Other compliance data collected through dispute resolution and monitoring noncompliance tracking revealed a decrease in the number of findings of noncompliance, and less than 5% continuing noncompliance (beyond one year) for issues of noncompliance cited.

Insights: Stakeholders acknowledge that lack of compliance can undermine success of program effectiveness and emphasize the need to maintain systems that identify and track noncompliance and subsequent efforts to ensure correction. TEA and stakeholders have acknowledged through a corrective action response to OSEP the need to correct findings of noncompliance identified in an OSEP report from January 2018. Corrective actions have been implemented. TEA anticipates those corrective actions will remedy findings and create opportunities for continued statewide success. See Figure XX.

Consideration of Additional Data Needs – 1(e)

Additional data needs for selection of the State-identified Measurable Result for Children with Disabilities (SiMR) were not identified. Ongoing data collection systems established within the State's infrastructure were determined proficient for informing and tracking progress of the SiMR. However, following the OSEP visit in 2017 and the resulting report in 2018, the state recognizes additional needs and continues to work toward enhancing its data collection systems and data usage. Anticipated stakeholder engagements beginning in 2019 will establish specific additional data needs to continue improvement efforts.

Stakeholder Involvement – 1(f)

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

Insights: Following the data analysis, both internal and external stakeholders have roles in acting on what is learned. Ongoing strategy must identify needed actions and continue to connect these groups to understand and influence practice change. Through a grantee partnership, the State has begun to build a robust database of interested stakeholders that will serve to increase the diversity and likelihood of greater perspective representation among geographic and demographic factors. Increased opportunities to meet stakeholders where they are will be emphasized. See Figure XX.

Indicator 17: State Systemic Improvement Plan

Monitoring Priority: General Supervision

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

Analysis of State Infrastructure to Support Improvement and Build Capacity

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

Analysis of Infrastructure Capacity – 2(a)

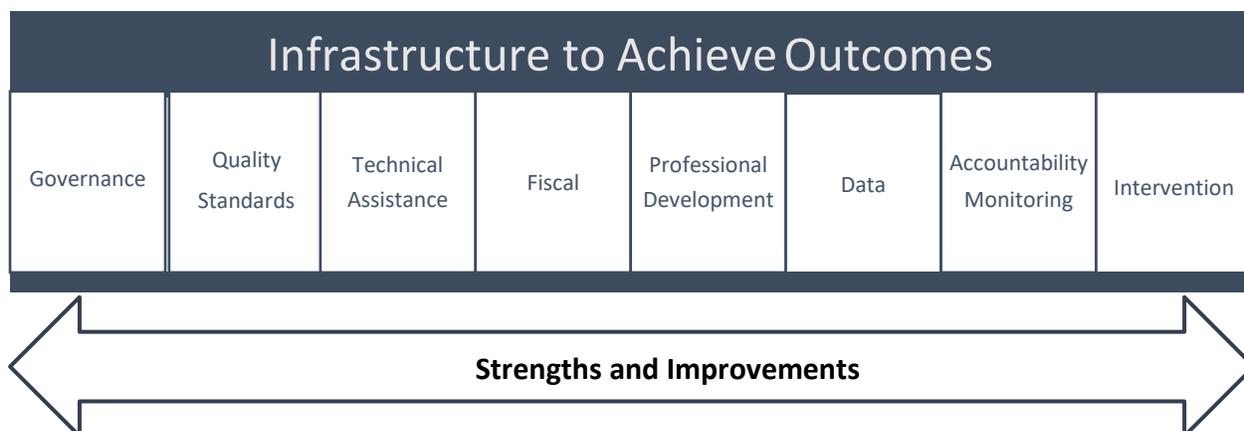
At least every two years the State analyzes its capacity and current infrastructure to support improvement and build capacity. The resulting State Strategic Plan is a five-year plan that contains the Texas Education Agency's (TEA, or Agency) mission, philosophy, goals, objectives, and strategies. It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

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

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

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

Figure 2



Governance

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

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

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

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

Quality Standards

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

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

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

Technical Assistance

TEA supports students, parents, teachers, and administrators, as well as other educational partners throughout the State. During the 2012–2013 school year TEA's student population exceeded 5.1 million, which included more than 440,000 children with disabilities served in special education, in either traditional public schools or charter schools and has grown to 5.5 million including nearly 500,000 children with disabilities. These students were enrolled in 1,200 plus school districts and open-enrollment charters including more than 8,700 schools and educated by more than 334,000 teachers. Texas public school students are served in markedly diverse school settings. Districts range in size from less than one square mile to nearly five thousand square miles. In 2013 the smallest district in the State had a total enrollment of 13 students: Divide Independent School District (ISD). In contrast, Houston ISD's student population exceeded 210,000 students who received instruction at 283 school sites. These ISDs and charter districts (or local educational agencies, LEAs) are organized under 20 regional ESCs.

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

ESCs assist LEAs in operating more efficiently and economically through various instructional and non-instructional cooperative and shared services arrangements, regional and multiregional purchasing

cooperatives, and other cost-saving practices such as serving as school district business offices that have a positive fiscal impact on Texas schools.

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

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

Fiscal

TEA is responsible for a biennial expenditure of over \$52 billion in the State's General Revenue (GR) funds (including the Property Tax Relief Fund and Appropriated Receipts).

Federal funding received by the agency falls mostly into three broad categories: funding for students with disabilities through the Individuals with Disabilities in Education (IDEA) Act, funding for economically disadvantaged students through the Every Student Succeeds Act (ESSA), and the federal Child Nutrition Program (CNP) (funded at TEA but administered by the Texas Department of Agriculture).

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

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

Professional Development

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

The Project Gateway initiative uses Web 2.0 technology to provide educators and administrators with professional learning communities, engaging and interactive professional development, and tools for creating and sharing classroom curricula. Online professional development courses address content areas

such as English language arts, mathematics, science, social studies, Career and Technical Education (CTE).

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

Data

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

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

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

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

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

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

Accountability

In 1993, the Texas Legislature mandated the creation of a Texas public school accountability system to evaluate district and campus performance. Two overarching goals were identified for the accountability system: to improve student achievement in core content areas of reading, writing, and mathematics and to close performance gaps among student groups. The first accountability system was developed with the assistance of an educator focus group (comprised of principals, superintendents, district administrators, and ESC representatives) and a commissioner's accountability advisory committee (composed of legislative representatives, business and community members, district and campus administrators, and ESC representatives). The system assigned state accountability ratings to districts and campuses based largely on indicators that measured the Texas Assessment of Academic Skills (TAAS) passing rates in reading, mathematics, and writing for students in grades 3 through 11, annual dropout rates, and attendance rates for All Students as well as African American, Hispanic, White, and economically disadvantaged student groups that met minimum size criteria. Students receiving special education services for whom TAAS was determined to be an appropriate measure of their academic achievement by their admission, review, and dismissal (ARD) committee were included in the TAAS indicators.

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

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

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

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

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

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

System safeguards were incorporated into the index system to ensure that performance on each subject, indicator, and student group was addressed and that all state and federal accountability requirements were incorporated into the new accountability system. System safeguard reports were developed to provide disaggregated results with percent of measures and targets met for all of the student groups.

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

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

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

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

In the fall of 2016, the Texas Education Agency (TEA) announced a new comprehensive strategic plan outlining the Agency’s transformative effort to improve alignment, focus, and performance in service of strengthening academic outcomes for over five million students in public schools across Texas. This effort, which included extensive research and stakeholder engagement, resulted in the development of a new mission supported by four strategic priorities and three enablers that will drive and focus TEA’s work going forward. These priorities and enablers serve as the foundation for all efforts at TEA including the implementation of the Every Student Succeeds Act (ESSA) as outlined in the [final plan](#) submitted March 6, 2018. Through resource and policy alignment, TEA will be able to provide more effective support, technical assistance, and grant programs to better assist and support school districts and charter schools.

The evolution of Texas’ accountability systems from 1994 to the present is summarized in Figure 3. As evidenced in the Agency’s Strategic Plan and identified in the Agency Priorities (Figure 4), the State continues to strive toward maintaining the best campus and district accountability system in the nation, with great emphasis on ending the academic performance gaps in alignment with the SSIP and identified measurable result. Plans to expand the Agency Priorities are in process to include Priority 5 for Special Education. This priority will include initiatives outlined in the Special Education Strategic Plan to support ongoing efforts to achieve strong outcomes for all students with disabilities.

Figure 3 – Texas Accountability Systems (1994-Present)

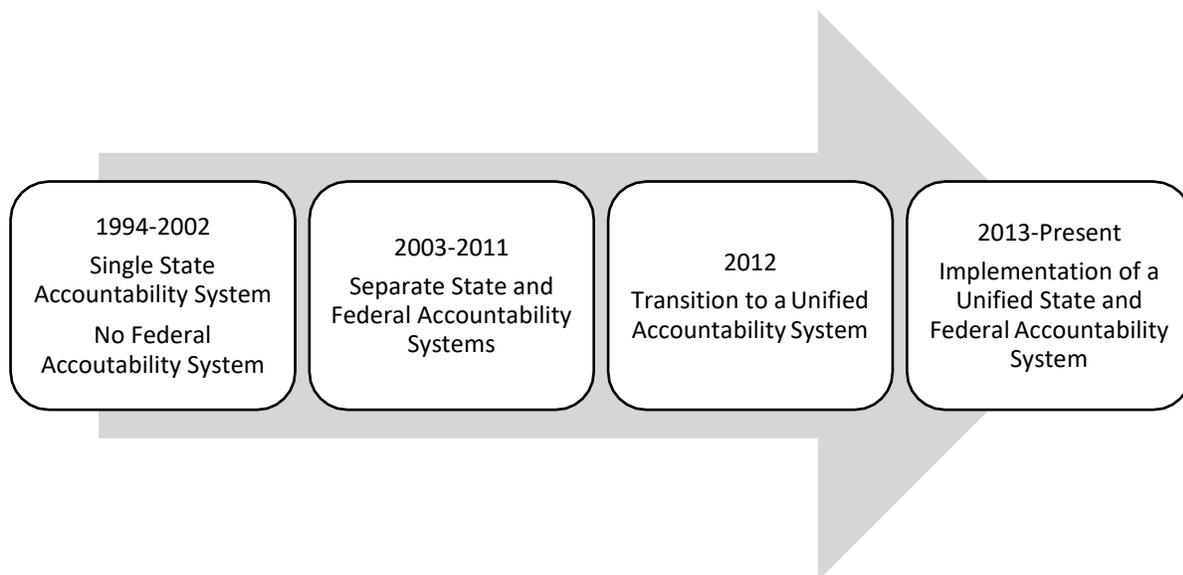


Figure 4 – Agency Priorities

TEA Strategic Priorities



Monitoring

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

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

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

In addition to recommending a series of guiding principles for the new program monitoring system, the focus groups provided critical input on factors they considered to be important indicators of the effectiveness

of a district's program for special populations. For the special education program area, the program effectiveness considerations that were identified included the following:

- Do students with disabilities have a high rate of access to the general curriculum and the regular classroom?
- When they have access to the general curriculum, do they perform satisfactorily on the student assessment instruments designed to measure their knowledge and skills?
- Do students with disabilities remain in school through the end of their secondary schooling?
- When they remain in school, are they able to graduate at high rates?
- Do the types of diplomas they earn reflect a meaningful rate of access to the general curriculum?
- Does the district's special education program identify students for special education services based on the student's disability, not the student's English language proficiency or race/ethnicity?

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

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

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

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

Since 2004, the development and implementation of the PBMAS has occurred within a framework of system evolution. In addition to revisions required over time as new legislation was passed and new assessments

were developed, the design, development, and implementation of the agency's program monitoring system has continued to be informed by public advice and evolving needs.

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

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

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

The evolution of Texas' monitoring systems from 2004 to the present, including federally required LEA determinations, is summarized in the following two figures. Figure 5 illustrates the three stand-alone systems that were implemented during 2004-2011. Although the PBMAS integrated and unified four diverse program areas into a single monitoring system, the RF monitoring system and federally required district determinations were implemented as separate systems. Interventions were determined separately for each individual PBMAS program area and for RF monitoring and federally required determinations. Additionally, two separate accountability systems with two separate interventions components were implemented during this time.

Figure 5 – Implementation of Stand-Alone Special Education Monitoring Systems (2004-2011)

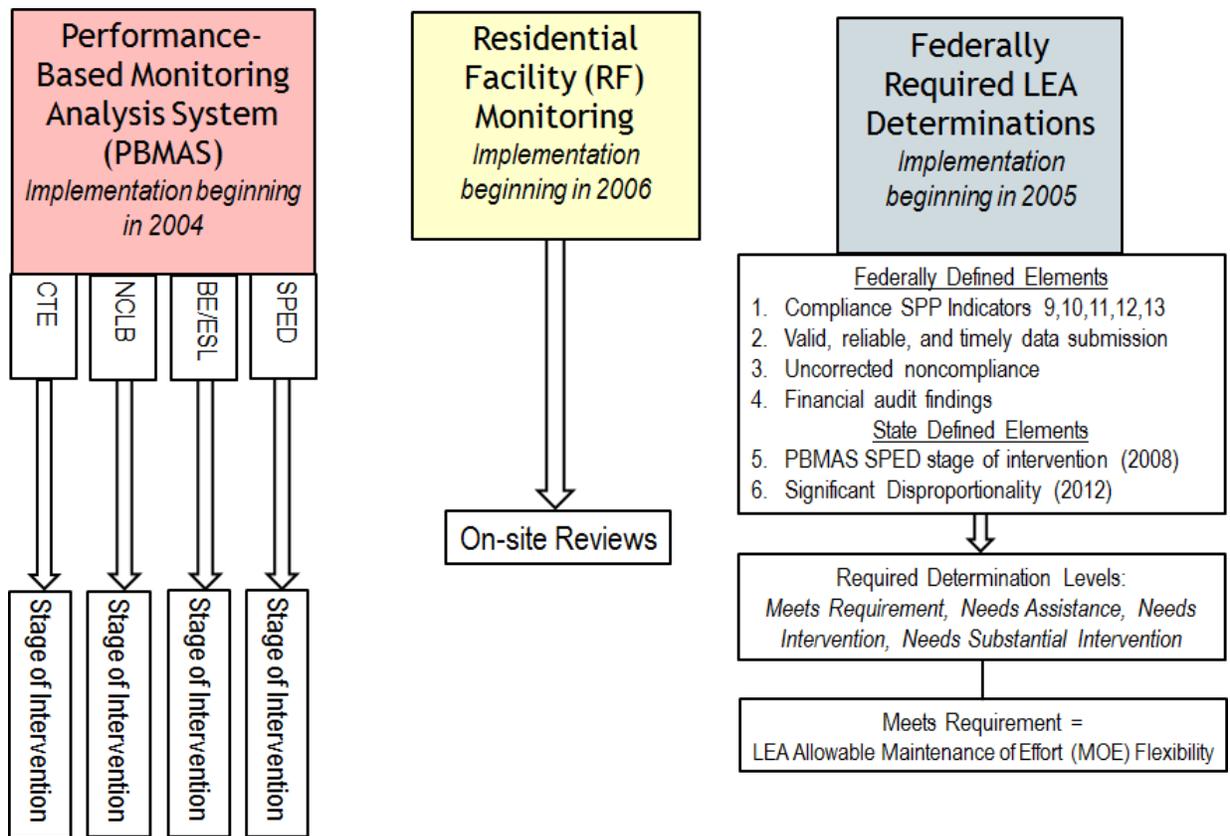
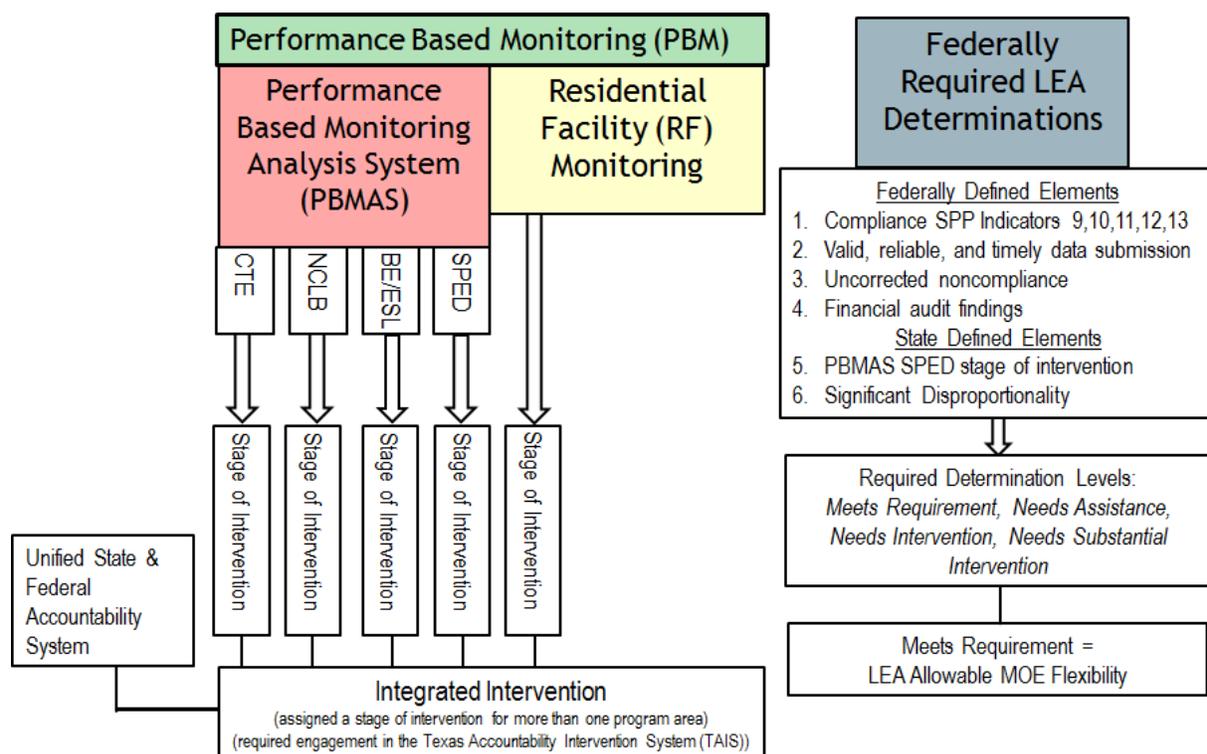


Figure 6 shows the transition to a unified special education monitoring system that began in 2012. RF monitoring was integrated into the overall PBM framework, and integrated interventions were initiated through the Texas Accountability Intervention System (TAIS), which is described further in the Interventions section below. The interventions resulting from the single, unified state and federal accountability system were also incorporated into TAIS.

Figure 6 – Transition to a Unified Special Education Monitoring System (2012-2014)

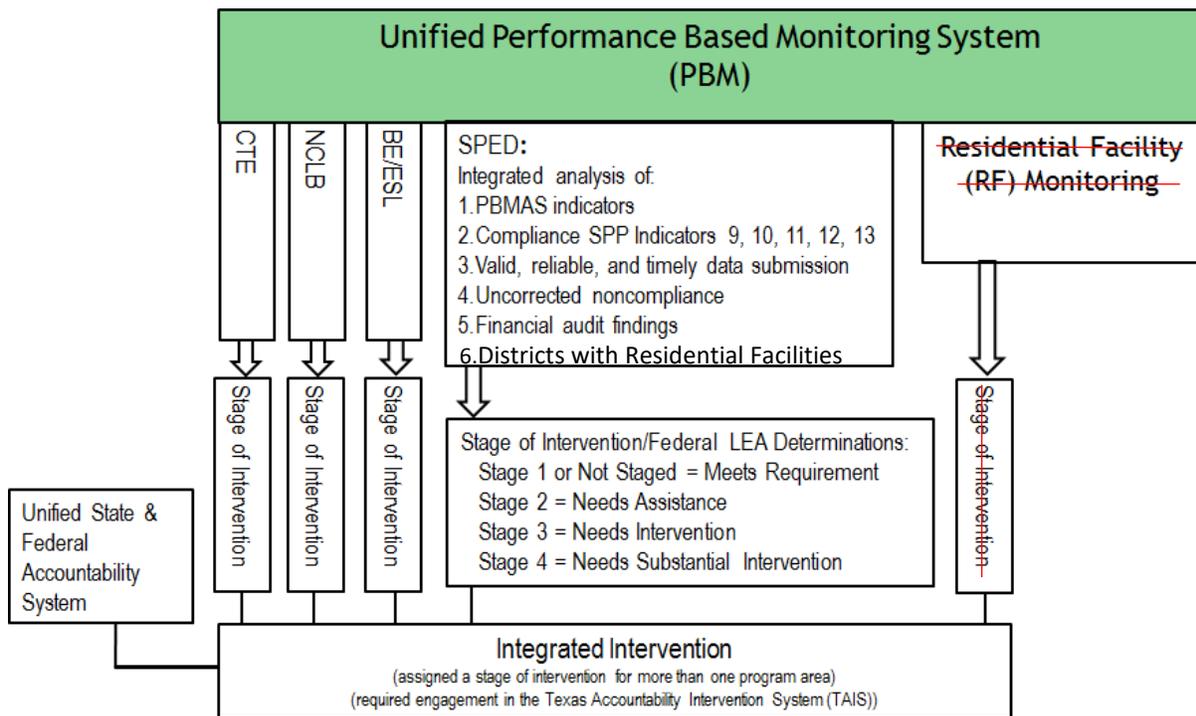


Since 2012, as part of its annual systems review and development process, TEA has continued to align and unify its special education monitoring systems, including aligning specific indicators where appropriate as well as continuing to identify options for further aligning and unifying the systems themselves.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

As TEA continues efforts to align and unify its special education monitoring systems, it anticipates further alignment is possible beyond the alignment illustrated in Figure 7.

Specifically, for 2015 and beyond, TEA proposed to integrate federally required district determinations into the overall PBM system. When this proposal was implemented, it not only resulted in districts receiving one intervention stage that incorporates federally required district determinations, but the timeline for data collection and reporting was greatly streamlined. Additionally, by integrating determinations into the overall PBM system, the separate state defined element analyzing PBMAS special education stage of intervention is no longer necessary. The second state defined element, significant disproportionality, would also be eliminated from the integrated PBMAS intervention stage that incorporates federally required district determinations, and the (current) two separate uncorrected noncompliance components would be merged into one. Figure 7 illustrates the additional alignment and unification of systems. Note that Figure 7 includes the current federally required elements for district determinations.

Figure 7 – Unified Special Education Monitoring System (2015 - Present) *



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

Based on concerns raised during 2016- 2017 and subsequently outlined in a letter to the state on January 11, 2018, with accompanying enclosure with specific citations of noncompliance from the Office of Special Education Programs (OSEP) and the United States Department of Education (ED), TEA is currently engaging stakeholders on further improvements to its monitoring systems that will continue to focus on student outcomes and results while ensuring compliance with IDEA, and in particular the areas cited by OSEP under 34 CFR §§300.111, 300.101, 300.149, and 300.600.

TEA increased its special education monitoring capacity in 2018. Monitoring functions have shifted from the Division of School Improvement to a newly formed Division of Review and Support. While the Division of School Improvement continues to interact with LEAs in various activities for school improvement, the Review and Support teams provide direct monitoring and support specific to special education programs. The monitoring protocols and systems for support, under development during the 2018-2019 school year, will impact the State's ability to effectively determine LEA needs for support. The system's use of existing data elements combined with new risk factors, resulting in targeted and intensive interventions, will increase the agency's ability to address issues that impact student outcomes.

Interventions

While the PBMAS serves as the initial component to identify potential student performance and program effectiveness concerns, a second component—the interventions component—was developed to include the specific processes and activities the agency would implement with individual school districts after the initial PBMAS identification occurred. Like the PBMAS, these interventions, initially developed in 2004, were

designed to support the State's goal of promoting positive results for students served in state and federal programs.

Although interventions activities and strategies were designed to be comparable across the PBMAS program areas, they were not initially integrated into one unified interventions system. The first two components of the PBMAS interventions process to be aligned were *monitoring activities* and *interventions stages*. First, regardless of the PBMAS program area, PBMAS monitoring interventions were designed to focus on continuous improvement within a data-driven and performance-based system. In implementing this model, the agency developed a variety of interventions activities for districts to engage in locally, including activities that emphasized data accuracy, data analysis, increased student performance, and improved program effectiveness. Specific required intervention activities were designed to include focused data analyses, submission of local continuous improvement plans for state review, program effectiveness reviews, compliance reviews, provision of public meetings for interested community members, and on-site reviews conducted by agency monitors.

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

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

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

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

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

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

As illustrated in Figure 7, the stage of intervention will correlate with federally required LEA determination designations. The system will continue to use a graduated interventions approach to ensure that differentiation of intervention staging/determinations for districts will be based on the degree of program effectiveness concern.

TEA is committed to address concerns raised during 2016-2017 and subsequently outlined in a letter to the state on January 11, 2018, with accompanying enclosure with specific citations of noncompliance from the Office of Special Education Programs (OSEP) and the United States Department of Education (ED) through stakeholder engagement in providing further improvements to differentiated interventions and supports that will continue to focus on student outcomes and results while ensuring compliance with IDEA, and in particular the areas cited by OSEP under 34 CFR §§300.111, 300.101, 300.149, and 300.600.

Insight: Based on Stakeholder input and identified needs in the state, TEA is enhancing its plan for monitoring that will be implemented by the newly developed Review and Support Team. The plan will incorporate levels of risk in identified areas resulting in risk designations such as universal, targeted, and intensive supports. LEA risk levels will provide insights and metrics that will align with federally required LEA determination designations mentioned above.

System Strengths – 2(c)

Given the history and evolution of the State's systems for data collection, accountability standards, monitoring and intervention activities, provision of technical assistance and professional development, and public reporting, one of the State's current strengths is the existence and stability of these systems. As previously described, each system provides its own unique purpose within the parameters of what it is designed to do, but relies heavily on other systems to inform, coordinate, and evaluate so that efforts and resources are streamlined and ultimately benefit results for all children. The state plans to continue to evolve these systems in coordination with other required actions found in OSEP's findings of noncompliance dated January 11, 2018.

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

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

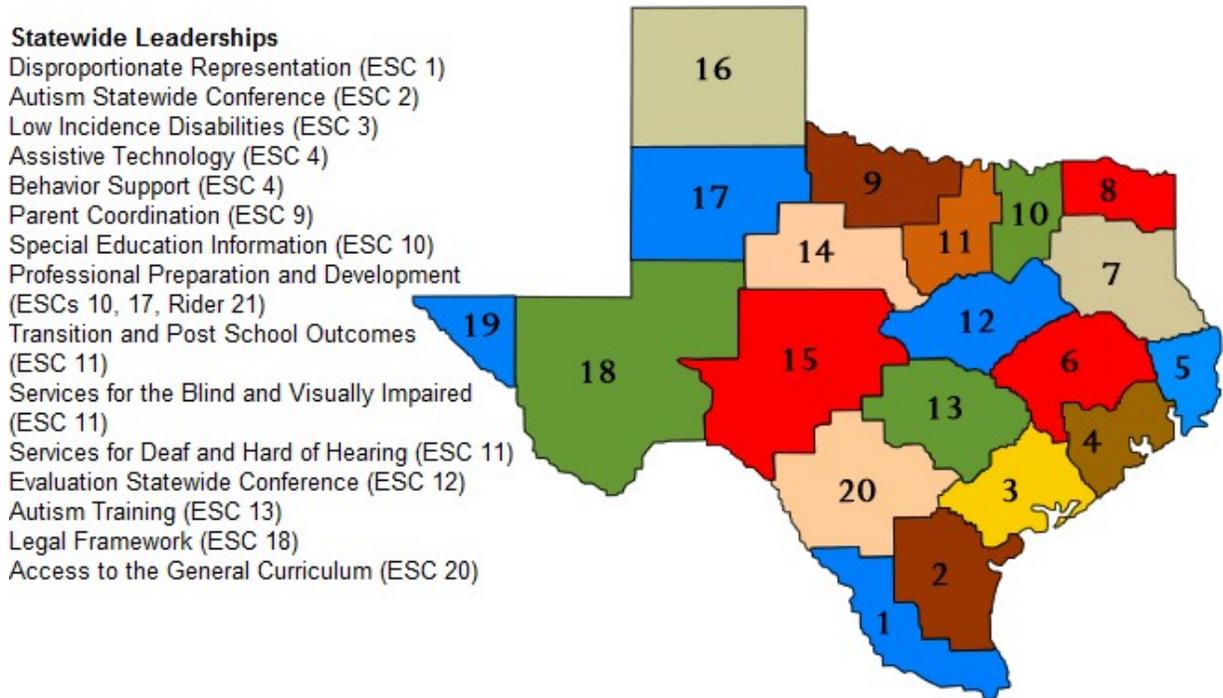
Insights: Although strong in its stability, support, and collaborative nature, TEA continuously strives to improve its infrastructure and systems that will have the most impact on results for all children. The State Identified Measurable Result (SIMR), specific to reading proficiency, has long been a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

State Level Improvement Plans and Initiatives – 2(d)

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

Inherent to the structure and commitment of resources, the 20 regional ESCs are the frontline to implementation of any state level improvement plans and initiatives. Through statewide leadership projects and functions funded by IDEA B resources, there exists a layer of support for implementing the State's identified priorities and needs. Figure 8 illustrates the existing geographic regions and corresponding ESC projects and functions.

Figure 8 – Education Service Centers Map and Existing Special Education Statewide Leaderships 2018-2019



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

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

- the Behavior Support Network led by ESC 4;
- the Disproportionate Representation Network led by ESC 1;
- the collaborative project *Write for Texas* with UT-Meadows Center;
- the collaborative with UT’s IRJRD toward implementation of alternative discipline practices; and

- the anticipated expansion of existing Reading Academies (discussed in the SSIP section titled *Selection of Coherent Improvement Strategies*).

As the state continues to conduct an ongoing thorough needs assessment to leverage statewide leadership to better address outcomes for students with disabilities across every LEA, family, and community in the state, existing networks are evolving to meet those needs. The evolution of the networks began through competitive letters of interests followed by grant awards during the 2018-2019 school year expanding opportunities for collaborative partnerships within existing frameworks and resource allocations. These expanded opportunities are anticipated to generate increased access to instructional leaders and practitioners through intensive coaching and targeted support activities in high needs areas.

Representatives in Development and Implementation – 2(e)

The following representatives were directly and substantially involved in the development of Phase I and II of the SSIP and continue to be engaged:

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

Stakeholder Involvement – 2(f)

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

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

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

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

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

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

In consideration of internal and external recommendations, existing and new stakeholder groups evolved. These workgroups/stakeholders have been tasked with providing input and feedback on a variety of topics in line with the development and implementation of the SSIP. In particular and specific to infrastructure analysis of existing systems of monitoring, interventions, technical assistance, data collection, and ongoing needs of support identified in the State, these specific groups have engaged in face-to-face and virtual meetings, and other communication modalities with TEA. These groups are vital to the continued work essential to support of the State's infrastructure and SSIP success. Additionally, after the OSEP visit in 2017 and the resulting report in 2018, the state developed a plan for stakeholder engagement to expand partnerships to address the issues raised in the OSEP report and to create long term solutions to issues impacting student outcomes.

Indicator 17: State Systemic Improvement Plan

Monitoring Priority: General Supervision

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

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

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

Alignment of SiMR – 3(a)

Statement

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

In Summer of 2019 the state will reengage with stakeholders to discuss and realign the statement of results to reflect the needs of the state based on the data and strategic priorities.

Description

The State Identified Measurable Result (SiMR) selected by Texas is a child level outcome aligned to Indicator 1(ii) in the PBMAS. The measurement includes the results for all students with disabilities grades 3 through 8 in reading proficiency as measured on the State of Texas Assessment of Academic Readiness (STAAR) against grade level and alternate achievement standards, with or without accommodations.

Basis of SiMR – 3(b)

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

Data and Infrastructure Analysis

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

would be supported by those existing infrastructures in the State, and improvement strategies could be implemented quickly.

Insight: Changes to the State's infrastructure and/or area of focus would require additional data analysis to determine how evolving needs would be supported and measured.

Alignment with Current Agency Initiative and Priorities

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

The SiMR and associated improvement strategies outlined in the SSIP section titled *Selection of Coherent Improvement Strategies* would be supported through current Agency initiatives and collaboration projects. The State is in process of finalizing the transition of current initiatives and projects to newly identified networks of support set to launch by September 1, 2019. A seamless transition will result in a continuation of critical support components while initiating newly identified focused activities.

Systemic Process Engagement

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

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

The organizational capacity of the Agency to support the adoption and scale-up of coherent improvement strategies designed to improve the identified results area included a review of sufficient staff availability and competency, effective organization, and sufficient leadership support. Given the existing Agency organization and capacity, the existing 20 regional ESC network, and leadership support outlined in the [State Strategic Plan](#), stakeholders agreed that the State has sufficient organizational capacity. However, following an OSEP visit in 2017 and the resulting report 2018, the state identified a need for increased organization capacity in monitoring, review and support. A proximately 45 additional staff position were added to the agency in support of LEA, parents, and students with disabilities. Ongoing self-analysis and stakeholder review processes built into the current Texas Continuous Improvement Process (TCIP) will allow for timely identification of staff, organization, or leadership needs as the State implements its SSIP.

Finally, the State examined its readiness to implement identified needs revealed in the results data. For more than 10 years, Texas has been focused on outcomes and performance-based results, and thus has generally seen "buy in" or ownership on the part of state and local stakeholders to address the needs revealed in this results data. Each year, every district and charter school is evaluated through an analysis of district data against standards of the long-established [Performance-Based Monitoring and Analysis System](#) (PBMAS). This system includes a number of indicators identified as measures of effective programs

outlined in the [PBMAS manual](#), located on the TEA website. The existing PBMAS and its indicators allow for immediate district, region, and state level measurement of the identified result. As with all measurement systems, PBMAS is undergoing evolutionary changes based on newly identified monitoring and support needs. Stakeholders have expressed a sense of urgency to address needs through existing frameworks in addition to continuing to refine, rework, or begin initiatives that will have impact on student outcomes for this identified result. Additionally, there is broad-based advocacy around the need to end the academic achievement gaps found within certain populations of children in the State as well as eliminating the disproportionate number of those same student groups found in disciplinary placements.

Impact of SiMR – 3(c)

In selection of the SiMR, the State carefully considered the impact on child-level outcomes and to the extent those outcomes would improve results for all children with disabilities in the State. The measurable result will evaluate the effectiveness of the State's implementation of the selected coherent improvement strategies, through existing frameworks, that impact the reading proficiency rate for all children with disabilities in grades 3-8 statewide which will affect approximately 200,000 students in the State. Since FFY 2015 the State has seen an increase of more than 7% proficiency rate with the largest increase between FFY 2016 and FFY 2017. Additionally, the State anticipates that it will see residual effects because of this effort and affect many more non-disabled but struggling students in the State who will likely benefit from the implementation of the selected improvement strategies associated with the SiMR.

Stakeholder Involvement – 3(d)

To select the SiMR, Agency staff engaged internal and external stakeholders in multiple levels of data review, infrastructure analysis, and in consideration of alignment with current priorities and initiatives. This review was achieved over an 18-month period beginning in mid-2013 and continues to this date.

Stakeholder involvement outlined in the SSIP sections titled *Data Analysis*, and *Analysis of State Infrastructure to Support Improvement and Build Capacity* was crucial to identifying potential SiMRs and ensuring support and “buy-in” from essential individuals representing local, regional, and state perspectives and groups in the selection of the SiMR. Primary input was obtained through organized stakeholder groups including the Texas Continuing Advisory Committee (CAC), and the Texas Continuing Improvement Steering Committee (TCISC). However, other opportunities for individual feedback through formal and informal engagement at the region and state levels added other key perspectives to the selection. Additional stakeholder opportunities have been identified as a need in the state. The state has engaged with partners to develop a statewide data base of stakeholders inclusive of geographic and demographic indicators to create more focused engagement and deliberated solicitations of input and feedback.

Insights: Moving beyond “buy-in” with stakeholders to create allies in implementing statewide goals will be critical to ensuring stakeholders stay engaged and committed to supporting the State’s efforts.

Provision of Baseline Data and Targets – 3(e)

FFY 2013 baseline data included results using the alternate assessment against modified standards (STAAR Modified). The baseline rate of 65.5% reflected the State’s actual passing rate at the Phase-In 1 Level II performance for children with disabilities grades 3-8 taking the reading STAAR, STAAR Modified,

and STAAR Alternate during the 2013-2014 school year. This rate demonstrated 133,295 of 203,639 students were proficient on the reading assessment.

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

Although targets remain as set by stakeholders in the FFY 2013 Indicator 17 Phase I submission, a new baseline year was set for FFY 2014 due to the elimination of the STAAR Modified, and the resulting impact.

Indicator 17: State Systemic Improvement Plan

Monitoring Priority: General Supervision

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

Selection of Coherent Improvement Strategies

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

Improvement Strategy Selection - 4(a)

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

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

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

Alignment of Sound and Logical Strategies - 4(b)

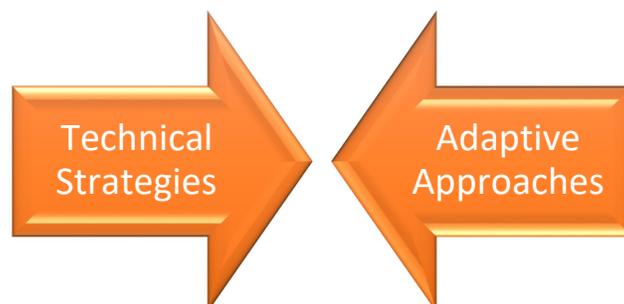
To identify a coherent set of sound and logical improvement strategies aligned to the SiMR, the selection of the SiMR must have endured the same scrutiny for alignment with Agency priorities and goals. As discussed in the SSIP section titled *Measurable Results for Students with Disabilities*, Agency priorities and

goals outlined in the State Strategic Plan support ending academic achievement gaps and provide strategies and objectives that are measured by outcomes for children and youth. The SiMR focuses on reading achievement for all students with disabilities in grades 3 through 8 as measured on the State of Texas Assessment of Academic Readiness (STAAR) against grade level and alternate achievement standards, with or without accommodations.

Stakeholders agreed the following selection of coherent improvement strategies will focus efforts at the state, regional, and local levels toward continued positive results for children with disabilities and lead to a measurable improvement in the State's identified result. These improvement strategies are inclusive of soundly established values inherent in the State's current systems of support and include a coherent set of initiatives targeted toward meeting the State's goals. Current initiatives listed below are not intended to be an exhaustive list, rather a list of initiatives with the greatest impact on the identified improvement strategies. Expanded and new initiatives were carefully selected to enhance or improve upon existing initiatives in the State. Stakeholders adhered to the belief that it is quality more than quantity that matters and focused on selecting those improvement strategies that will ensure positive outcomes and will be evidenced in the measurable result. Ongoing discussions with stakeholders, beginning in Summer 2019 and beyond, will center on how well current and evolving initiatives align with the State Strategic Plan and meet the identified needs to achieve the goal of ending academic achievement gaps with emphasis on impact and improvement.

TEA has been intentional about examining the level of interaction and collaboration among the individuals and the systems in its theory of action. In examining the initial SSIP plan, a focus on adaptive leadership in the TEA as well as adaptive competencies in the ESCs became a focus of prior improvement strategies. Technical strategies include evidence-based practices, and the process and protocols implemented around these practices. Adaptive approaches include building a two-way learning relationship with ESCs and key stakeholder groups and leveraging elements of the infrastructure to bridge research, policy and practice. Figure 9 illustrates the dual aspects of improvement strategies being utilized in building capacity and leveraging resources through identified initiatives.

Figure 9 - Dual Aspects of Improvement Strategies



Improvement Strategy #1

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

Current initiatives:

- 20 regional [Education Service Centers \(ESCs\)](#) established by rule in Chapter 8 of the Texas Education Code (TEC) to assist school districts in improving student performance in each region of the system, enable school districts to operate more efficiently and economically, and implement initiatives assigned by the legislature or the commissioner. ESCs are non-regulatory and serve as a liaison between TEA and the local school districts. They support the schools they serve by disseminating information, conducting training and consultation for both federal and state programs, and providing targeted technical assistance and leadership on a variety of projects and functions determined as priorities in the State.
- Legislative appropriations for capacity building toward access to general curriculum and programs, response to intervention tiered systems, and early childhood interventions are included in the [Legislative Appropriations Request](#) submitted to the Legislative Budget Board every two years. The Texas Legislature adopts the State's budget that funds state operations.
- The [Texas Behavior Support Initiative](#) is a statewide network led by ESC 4 that provides training and products for ESC and child-serving agency network representatives to use in professional development and technical assistance activities with districts and charter schools and child-serving agencies. The goal is to create a positive behavior support system in the Texas public schools that helps students with disabilities receive special education supports and services in the least restrictive environment and to participate successfully in the TEKS-based curriculum and state assessment system. This work will continue and transition to newly formed networks of statewide support in the 2019-2020 school year.
- The [Texas Initiative for Disproportionate Representation in Special Education](#) is a statewide network led by ESC 1. It serves as resource for schools, school districts, and charter schools in addressing disproportionality. These resources include self-assessment tools, links to current research, and best practices, strategies, and trainings related to the needs of struggling students to lead to improvement of educational services. This work will continue and transition to newly formed networks of statewide support in the 2019-2020 school year.
- [Texas Gateway \(formerly known as Project Share\)](#) is a collection of Web 2.0 tools and applications that provides high quality professional development in an interactive and engaging learning environment. Project Share provides professional development resources for K-12 teachers across the State and builds professional learning communities where educators can collaborate and participate in online learning opportunities.

Expanded or new initiatives:

- Continue to expand access to and availability of evidenced-based practices, resources, and professional development to include administrative, special education and non-special education personnel, and parents or other stakeholders through existing infrastructures.
- Strengthen existing networks for consistency and quality and ensure capacity and allocation of resources at the 20 regional ESCs to provide targeted technical assistance to low performing districts/campuses as measured in the SiMR. This initiative will include provisions to support, reallocate and/or add resources and to assist with data analysis of results associated with the SiMR, and programmatic support of evidenced-based practices.
- Incorporate implementation of alternative discipline practices associated with Restorative Discipline collaborative work with University of Texas (UT) Institute for Restorative Justice and Restorative Dialogue through the [Texas Behavior Support Initiative](#) statewide network led by ESC

4. This work will continue and transition to newly formed networks of statewide support in the 2019-2020 school year.

Improvement Strategy #2

Expand literacy initiatives and opportunities.

Current initiatives:

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

Expanded or new initiatives:

- [Literacy Initiative](#) is expected to produce better student readers and writers. Funds appropriated during the 2015 legislative session are used to develop and implement evidence-based reading and literacy academies for prekindergarten through grade 8. The academies provide teachers with support in the teaching of reading and language development and where applicable, provide training on the use of diagnostic instruments, integration of writing support, and a focus on building academic vocabulary. Additionally, these funds will provide targeted English language acquisition and reading support for English language learners. Continued expansion of the academies dependent on legislative support for resource allocations is anticipated.

Improvement Strategy #3

Clearly communicate expectations, standards, and results.

Current initiatives:

- [The Texas Continuous Improvement Process](#) is a permanent, annual process for improving special education in Texas. The State created this process based on a similar process used by the U.S. Department of Education’s Office of Special Education Programs (OSEP). The TCIP has four major components including self-assessment, public input and information, improvement planning, and a data sharing model. Stakeholder involvement is the cornerstone of this process and is integral to all four major components.

- Public [Data Reporting](#) of expectations, standards, and results on the TEA website derived from the [PEIMS](#) which provides an abundance of information for researchers, parents and the public at large to mine and learn about the workings of 1,200 plus districts and charters, as well as TEA. That information and other data are used to create a number of reports that provide information about a variety of topics, such as student performance, spending and implementation of legislation.

Expanded or new initiatives:

Continued integration of systems that will align and unify special education monitoring systems and reports. Beginning in fall 2015, TEA integrated federally required district determinations into the overall PBM system. In August of 2017, TEA integrated year one report only data under new federal regulations for calculating significant disproportionality into the overall PBM system. Stakeholder input was key to the process and continues as the state makes decisions in response to the recent federal posting for rule implementation delay proposals. *TEA is enhancing its plan for monitoring that will be implemented by the newly developed Review and Support Team. The plan will incorporate levels of risk in identified areas resulting in intervention designations such as universal, targeted, and intensive supports. This plan is expected to positively impact that State's ability to communicate and support LEAs in meeting expectations, standards and results.*

Improvement Strategy #4

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

Current initiatives:

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

Expanded or new initiatives:

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

achieve the measurable result. Expanded stakeholder opportunities through a leveraged stakeholder engagement project will produce increased feedback loops and input opportunities.

Address of Root Causes - 4(c)

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

Table 9 – Root Causes

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

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

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

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

Table 10 – Identified Needs Across Systems

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

Stakeholder Involvement - 4(e)

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

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

Indicator 17: State Systemic Improvement Plan

Monitoring Priority: General Supervision

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

Theory of Action

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

Theory of Action

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

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

Indicator 17: State Systemic Improvement Plan - Phase 2 SSIP

Monitoring Priority: General Supervision

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

Infrastructure Development

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

Improvements - 1(a)

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

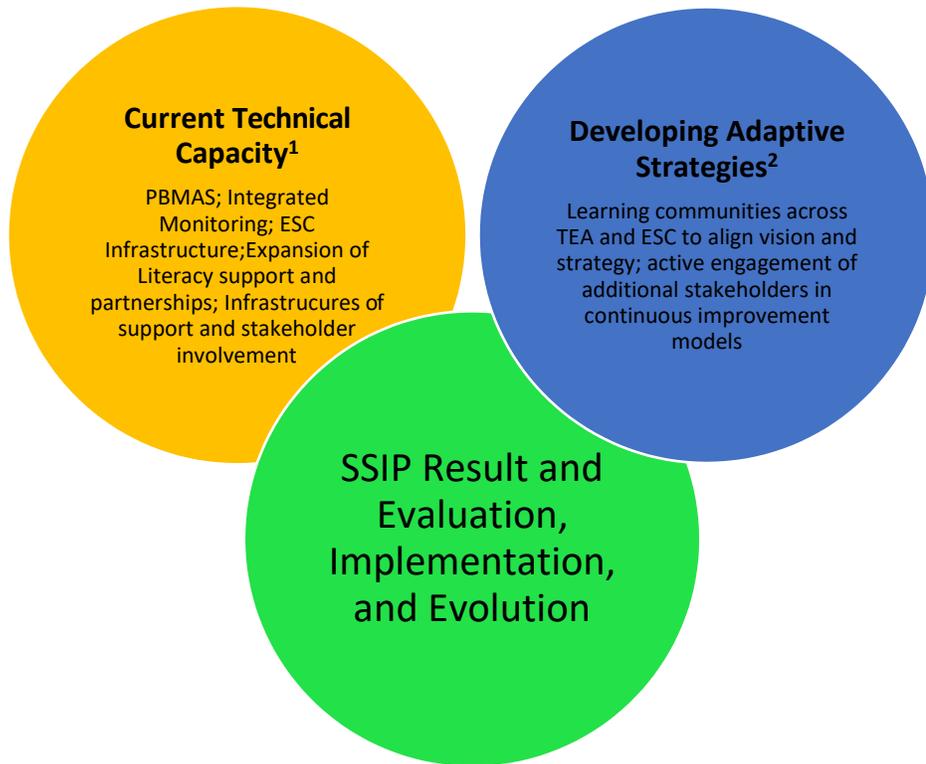
- continue to allocate resources to support state, regional, and local efforts toward positive student outcomes through initiatives with the 20 regional [Education Service Centers \(ESCs\)](#) networks and projects;
- continue to seek legislative support through the [Legislative Appropriations Request](#)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

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

Although strong in its stability, technical competence, support, and collaborative nature, TEA continuously strives to improve its infrastructure and systems that will have the most impact on results for all children. Improvements toward developing adaptive strategies that will overlay with existing strong technical capacity will create stable networks of support in implementation and evolution of the SSIP results and evaluation. The improvements TEA envisions in its SSIP will focus on the capacity of the infrastructure to work across

components, initiatives and learning opportunities that informs all stakeholders of what is working and how to improve. Figure 10 illustrates this concept of improvements that build on current capacity that will overlap into strong implementation and effective evaluation of the SSIP.

Figure 10 – Improvement Overlay



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

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

Alignment – 1(b)

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

A key component of this effort is reliance on performance-based student data results in the hands of stakeholders. Stakeholders at every level within the systems framework identified in the Theory of Action

can draw upon multiple sources of data to inform, verify, and/or refute assumptions about particular systems of support or effectiveness of an identified strategy or initiative in the State. Importantly, this analysis allows stakeholders the opportunity to provide feedback on what is perceived to work well, faults or weaknesses within the system or within specific strategies or initiatives, and how to improve existing strategies. Opportunity for feedback exists both formally and informally through various activities at the local, regional and state level of action. For example, campus improvement teams may provide valuable informal feedback relevant to the fidelity of implementation and effectiveness of an identified strategy or initiative within a district that may lead to improved district focus. Districts may provide formalized feedback relevant to district results or data concerns that leads to regional technical assistance and adaptive strategies, The State may receive both formal and informal feedback from those same stakeholders who make recommendations for new improvement strategies through the existing frameworks of stakeholder involvement described in detail throughout the SSIP and specifically in the SSIP sections titled *Data Analysis*, and *Analysis of State Infrastructure to Support Improvement and Build Capacity*.

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

Responsibility – 1(c)

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

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

Collaboration – 1(d)

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

Departments and divisions within the Agency provide services and capacity for a variety of student needs. Services unique to children with disabilities do not reside in one place. The Agency and the 20 regional ESCs implement the various activities related to monitoring and interventions, technical assistance, and professional development. These systems interact in a coordinated manner through various mechanisms to ensure focus on improving results for all children. This is evidenced through the overarching work in the [Texas Literacy Initiative \(TLI\)](#). The goal of the TLI is to ensure that every Texas child is strategically prepared for college and career literacy demands by high school graduation. This initiative works to integrate and align early language and pre-literacy skills for children from infancy to school entry and emphasizes reading and writing instruction for students in grades K–12 across the Agency and 20 regional ESCs to the local district and campus stakeholders.

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

Indicator 17: State Systemic Improvement Plan - Phase 2 SSIP

Monitoring Priority: General Supervision

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

Support for LEA Implementation of Evidence-Based Practices

(a) Specify how the State will support LEAs in implementing the evidence-based practices that will result in changes in LEA, school, and provider practices to achieve the SiMR(s) for children with disabilities.

(b) Identify steps and specific activities needed to implement the coherent improvement strategies. Include communication strategies, stakeholder involvement; how identified barriers will be addressed; and who will be in charge of implementing. Include how the activities will be implemented with fidelity; the resources that will be used to implement them; and timelines for completion.

(c) Specify how the State will involve multiple offices within the SEA (and other State agencies) to support LEAs in scaling up and sustaining the implementation of the evidence-based practices once they have been implemented with fidelity.

Support – 2(a)

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

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

Each year, every district and charter school is evaluated through an analysis of district data against standards of the long-established [Performance-Based Monitoring and Analysis System \(PBMAS\)](#). The technical capacity of the existing PBMAS and its indicators allow for immediate district, region, and state level measurement of the identified result and provides a foundation by which consideration of the LEA needs and the best fit for the coherent improvement strategies and EBPs are made. The State has engaged stakeholders to develop a strategic plan for special education in the state and will continue to evolve systems that will build a stronger foundation by which LEA needs are measured and uniquely met through lead measures and immediate actions that can be taken by LEAs and inherent to support structures at the region and state levels.

Additionally, within the organizational structure the identified need for adaptive capacity strategies that will build the learning community across each level of support will be addressed through internal and external systems of support to build upon established frameworks. The ongoing provision of support through these frameworks will evolve based on identified needs identified through local, regional, and state data analysis. TEA has identified and proposed a redesign of the networks of support that have remained largely unchanged for over fifteen years. The proposed changes will provide a continuation of the important

processes, products, and events while leveraging resources to encourage stronger partnerships and collaborations and will establish aligned vision and strategies across learning communities in the state.

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

Activities – 2(b)

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

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

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

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

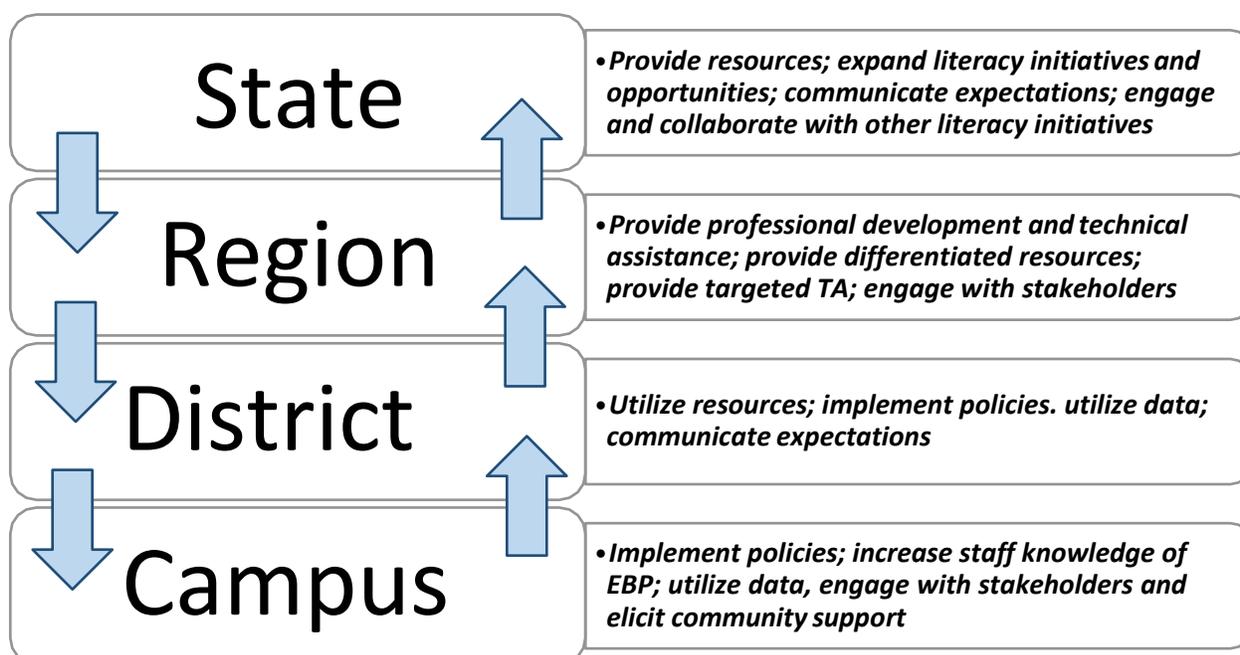
Campuses will be monitored for fidelity in implementation of district policies and procedures. Campus staff will be encouraged to increase knowledge and required to implement evidence-based practices. Campus

teams will conduct self-analysis, monitor progress, and engage with stakeholders to communicate expectations, create partnerships, and elicit community support.

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

The State will use existing frameworks to provide ongoing resources that promote capacity building; expand literacy initiatives and opportunities; communicate expectations, standards, and results; and engage in collaborative activities with other education programs, statewide agencies and other organizations to achieve short-term goals associated with the SiMR. Figure 11 illustrates the two-way active engagement necessary to achieve the short-term and long-term goals of the SSIP.

Figure 11 – Active Engagement



Collaboration – 2(c)

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

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

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

Indicator 17: State Systemic Improvement Plan - Phase 2 SSIP

Monitoring Priority: General Supervision

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

Evaluation

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

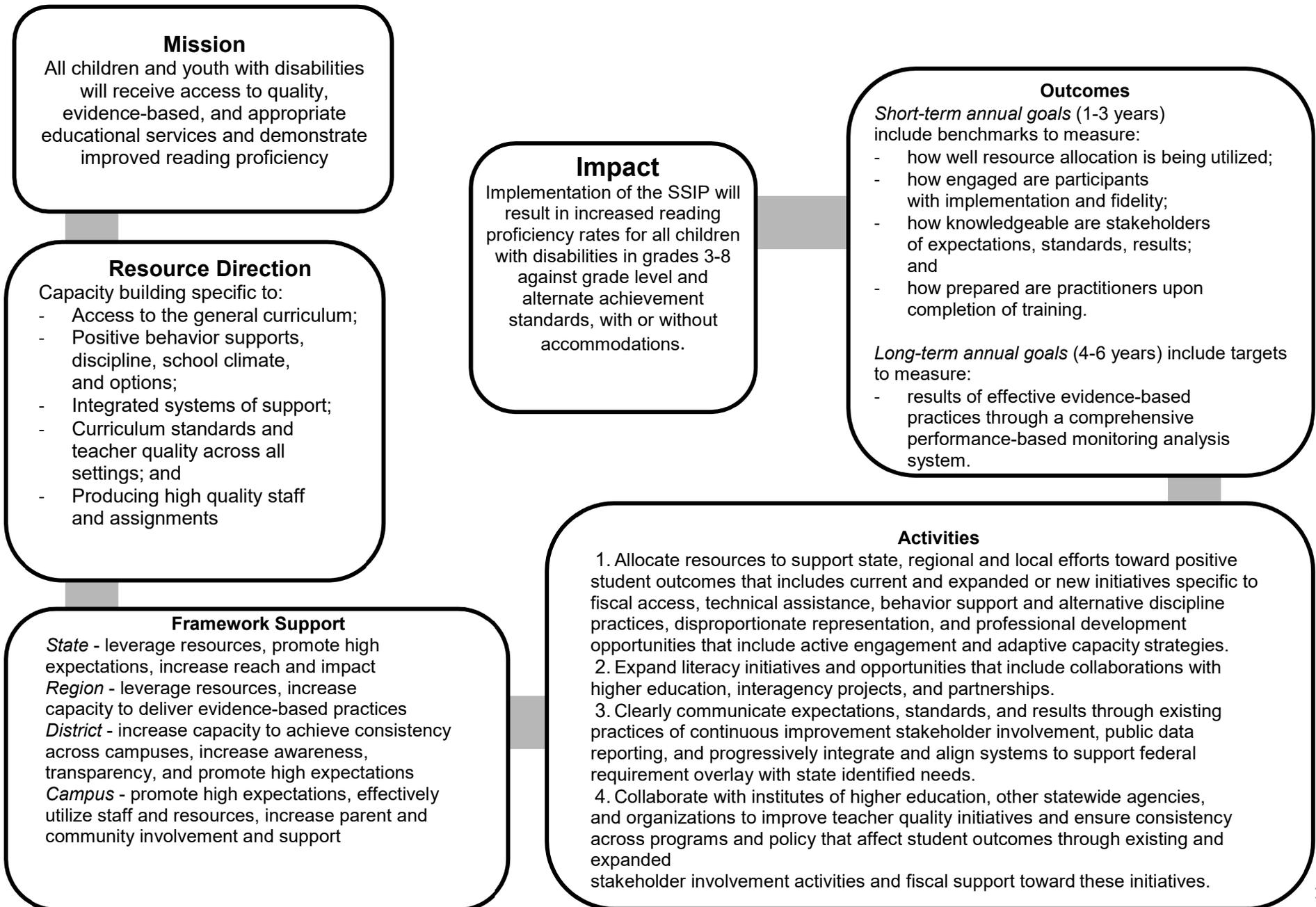
Alignment – 3(a)

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

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

Additional qualitative evaluation, where appropriate, will be included from both internal and external sources to ensure implementation and fidelity of improvement strategies and initiatives. Figure 12 illustrates the evaluation framework and alignment to the theory of action and other components of the SSIP.

Figure 12 - Evaluation Framework and Alignment



Stakeholder Involvement – 3(b)

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

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

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

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

Methodology – 3(c)

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

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

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

The State will establish short and long-term goals associated with new or expanded initiatives that will allow for benchmarking of implementation and scale-up timelines that will include benchmarks to measure how well resource allocation is being utilized; how engaged are participants with implementation and fidelity; how knowledgeable are stakeholders of expectations, standards, results; how prepared are practitioners

upon completion of training; and will include targets to measure results of effective evidence-based practices through a comprehensive performance-based monitoring and analysis system.

Effectiveness – 3(d)

Data are reviewed at various intervals specific to processes inherent to the data collection and use. Internally, data review takes place upon receipt of results across multiple divisions and ultimately becomes part of public data reporting of expectations, standards, and results on the TEA website accessible to researchers, parents, and the public at large. This data provides the basis for the system by which monitoring, and interventions activities outlined in the SSIP section titled *Systems within the State's Infrastructure* and illustrated in *Figure 7 – Unified Special Education Monitoring System (2015 and Beyond)* are conducted. District effectiveness, as measured against PBMAS indicators and federally required elements for determination, results in a district's Stage of Intervention/Determination rating. A graduated interventions approach ensures that differentiation of intervention staging results in the degree of program effectiveness concern initially indicated by the overall results across a program area's PBMAS indicators as well as instances of low performance on individual program-area PBMAS indicators.

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

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

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

Indicator 17: State Systemic Improvement Plan - Phase 2 SSIP

Monitoring Priority: General Supervision

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

Technical Assistance and Support

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

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

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

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

Indicator 17: State Systemic Improvement Plan - Phase 3 SSIP

Monitoring Priority: General Supervision

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

A. Summary of Phase 3

1. Theory of action or logic model for the SSIP, including the SiMR.
2. The coherent improvement strategies or principle activities employed during the year, including infrastructure improvement strategies.
3. The specific evidence-based practices that have been implemented to date.
4. Brief overview of the year's evaluation activities, measures, and outcomes.
5. Highlights of changes to implementation and improvement strategies.

Summary of Phase 3

The State developed a Theory of Action during Phase 1 of its Indicator 17 State Systemic Improvement Plan process that includes a series of if-then statements at varying levels of action including campus, district, region, and state. These statements provide concrete steps to achieve the stated vision: increase the reading proficiency rate for all children with disabilities in grades 3-8 against grade level and alternate achievement standards with or without accommodations. The plan for evaluation includes data and information from existing frameworks that allow for immediate access to results monitoring and for the State to continue in its technical capacity for public reporting of district, region, and state level results. The State continues to engage with technical assistance staff to further develop adaptive skills utilizing methods such as Design Thinking, Leading by Convening (LbC), and strategies around the execution of lead and lag measures. Additionally, initiatives and projects include specific metrics and milestones to better achieve the desired outcomes and goals.

The State sustained its commitment to allocate resources to support state, regional, and local efforts toward positive student outcomes through initiatives with the 20 regional Education Service Centers (ESCs) networks and projects. The State also engaged in adaptive strategies using Leading by Convening (LbC) principles, providing emphasis to literacy and reading in every statewide project. The state sought and achieved continued support for capacity building activities, such as the continuation of the Reading and Math Academies. Senate Bill (SB) 925 from the 84th Texas Legislature established literacy achievement academies to provide high-quality, face-to-face professional development to public school teachers who instruct students in reading in Kindergarten through grade 3. During the 84th Texas Legislature, SB 972 also established reading-to-learn academies to provide high-quality, face-to-face professional development to public school teachers who instruct students in reading in grades 4 and 5. Implementation of these bills included updating original Teacher Reading Academy's content, aligning it with the structure and content of the current writing initiative, including appropriate differentiation strategies to address all student needs, and providing access to electronic resources for academy participants following training. These academies align with adolescent literacy academies that were developed for middle school. The initiative began in June 2016 with kindergarten and grade 1 and continued with the second round of expanded academies occurred in the summer of 2017. The Texas Education Agency (Agency) continued to work collaboratively with its partners, but also expanded opportunities by leveraging existing platforms for literacy discussions

within the Agency and with ESCs, other state agencies, and institutions of higher education. The Agency also engaged in multiple formal and informal stakeholder opportunities to clearly communicate expectations, standards, and results. These opportunities included communication and support to professionals in the field for evidence-based practices, resources, and professional development opportunities for administrative, special education and non-special education personnel, parents, and other stakeholders.

Additionally, development of adaptive strategies to overlay existing strong technical capacity within networks of support began evolving in the fall of 2015 and is ongoing presently. Focus on capacity of the infrastructure to work across components and initiatives to create learning opportunities to inform all stakeholders began through engagement with the National Center for Systemic Improvement (NCSI) technical assistance opportunities for key state personnel. The work, relying on evidenced-based practices linked to LbC blueprints, continued in the spring and summer of 2016 with meetings and opportunities in which information was presented and commitments were made between the Agency and Regional ESCs to pursue incorporating engagement as a driving strategy to undergird and support content strategies already in place. The State continues to engage with NCSI collaborative work strengthening and benefiting from connections with other states and the technical assistance support the center provides.

Existing frameworks of data collection were key to immediate access in results monitoring. In addition to the [Performance-Based Monitoring and Analysis System \(PBMAS\)](#), comprehensively described in Phase 1 and 2 of the SSIP and which relies heavily on indicators of student performance and program effectiveness, qualitative and quantitative data points were reviewed and analyzed to measure outcomes of initiatives and activities aligned in the theory of action and other components of the SSIP. Additionally, after the OSEP visit in 2017 and the resulting report in 2018, the state identified a need for increased organizational capacity to utilize and refine these data points. This increased capacity allows focus on initiatives and projects, inclusive of metrics and milestones, that will result in more robust data collections. Expanded data availability will allow the agency to make actionable data-driven decisions impacting student outcomes.

Inclusive of this flashlight approach to performance-based results, the Agency continues to leverage a variety of data points as measurements to determine whether short-term goals are being reached. These include qualitative results obtained from survey and feedback opportunities, quantitative results based on stakeholder and intended audience participation, and audit of resources designed to meet literacy objectives. Additional data outcomes toward the short-term goals are included in Section C. Data on Implementation and Outcomes.

Due to the 2017 OSEP finding and stakeholder feedback, the state determined a need to revise improvement strategies and its plan of implementation. In 2017, the state made changes to its organizational structure and increased its capacity to provide effective statewide technical assistance to assist LEAs, ESCs, and other state agencies leading toward improved positive outcomes for children with disabilities.

Indicator 17: State Systemic Improvement Plan - Phase 3 SSIP

Monitoring Priority: General Supervision

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

B. Progress in Implementing the SSIP

1. Description of the State's SSIP implementation progress: (a) Description of extent to which the State has carried out its planned activities with fidelity—what has been accomplished, what milestones have been met, and whether the intended timeline has been followed and (b) Intended outputs that have been accomplished as a result of the implementation activities.
2. Stakeholder involvement in SSIP implementation: (a) How stakeholders have been informed of the ongoing implementation of the SSIP and (b) How stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP.

Progress in Implementing the SSIP

The State continues to employ new or expanded activities indicated in the Phase 2 implementation plan of the SSIP. Notably, implementation of Senate Bill (SB) 925 began in June 2016. SB 925 established literacy achievement academies to provide high-quality, face-to-face professional development to public school teachers who instruct students in reading. More than 17,000 teachers directly accessed the academies during the summer of 2016 and additional academies in Grade 2 Literacy Achievement, Grade 3 Literacy Achievement, Grade 4 Reading to Learn, and Grade 5 Reading to Learn were provided to more than 12,000 teachers during the summer of 2017.

A focused effort to strengthen existing networks for consistency and quality and to build capacity at the 20 regional ESCs in providing targeted technical assistance to low performing districts/campuses began in the spring of 2016 and continues to date. This initiative includes provisions to support, reallocate or add resources; and assist with data analysis of results associated with the SiMR and programmatic support of evidenced-based practices. Through introduction and carry-through of LbC frameworks, and other frameworks, opportunities were identified, and commitments were made to build a deeper and more collaborative relationship between the Agency and the ESCs as a core investment in changing outcomes and achieving the SiMR. (see Figure 13) A core group was established, and commitments were made to use existing networks and opportunities toward intentional deeper convening engagement. Many of the regional ESCs adapted core engagement principles to achieve goals outlined in specific statewide network objectives. Once the agency expanded its number of technical assistance specialists in the special education division at TEA during the summer of 2017, it was able to leverage those positions in conducting extensive needs-based assessment around existing initiatives and other identified areas not specifically targeted in the state. Additionally, as mentioned earlier, approximately 45 additional staff position were added the summer of 2018 to the agency in support of LEA, parents, and students with disabilities. As a result, TEA is better positioned to identify current needs to leverage future resources and to establish and support deeper levels of technical assistance and other engagements consistently across the state.

This implementation work has produced intended outputs including successful leverage of the literacy achievement academies; commitments from state and regional partners to building adaptive strategies for active deepening engagement strategies for SiMR achievement; and continued commitments from

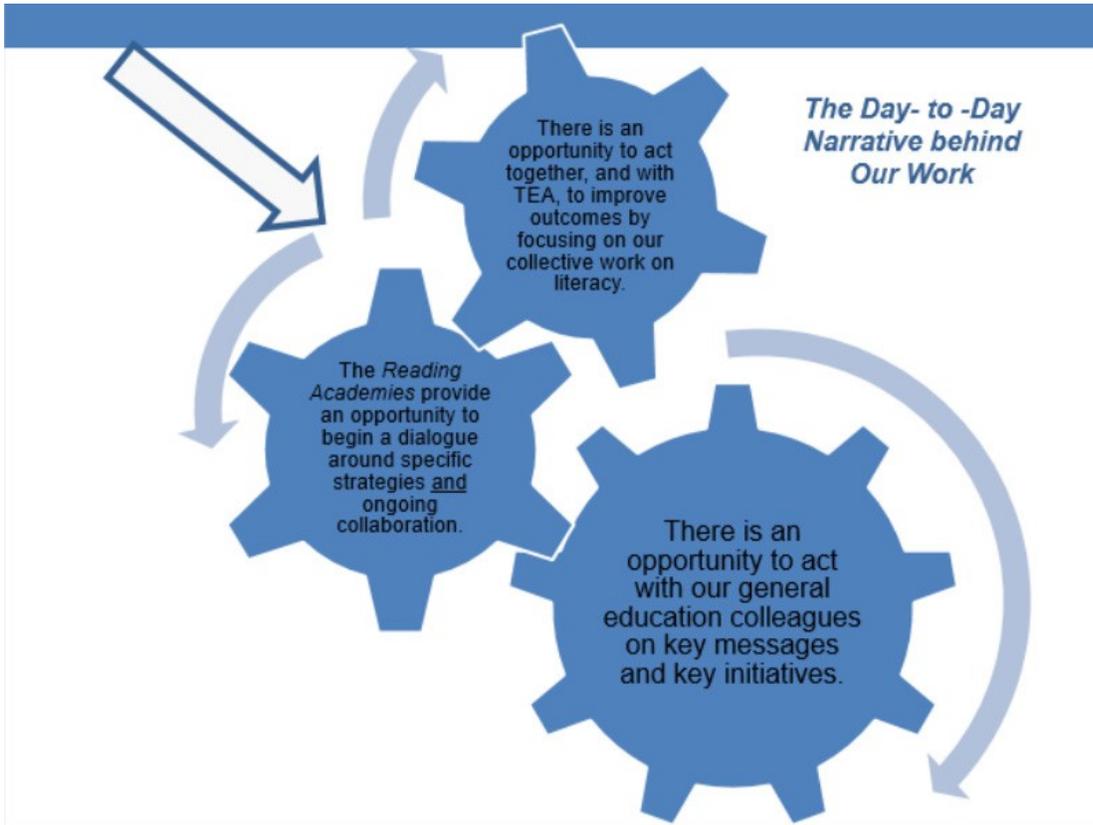
stakeholders to existing technical capacities and systems that monitor and highlight performance-based systems that show results of evidence-based practices. Ongoing stakeholder engagements are expected to identify unique opportunities to more effectively leverage resources in alignment with the state's strategic planning around special education. alignment in the state's strategic planning for special education.

As described in the SPP/APR and inclusive of systems described in Phase 1 and 2 of the SSIP, access to broad stakeholder input is the cornerstone of the Texas Continuous Improvement Process (TCIP). Sources of data the State considers during continuous improvement include feedback gathered through a variety of methods statewide such as surveys, public forums, public hearings, and stakeholder meetings. Additionally, after the OSEP visit in 2017 and the resulting report in 2018, the state developed a plan for stakeholder engagement to expand partnerships to address the issues raised in the OSEP report and to create long term solutions to issues impacting student outcomes.

Formal presentations at both the Texas [Continuing Advisory Committee \(CAC\)](#) and the Texas Continuous Improvement Steering Committee (TCISC) meetings over the past several years have yielded discussion, feedback, and decisions for specific areas of focus, including the SiMR and expansion or newly created improvement strategies. More information about the [Texas Continuous Improvement Process](#) and these improvement groups can be found on the [Special Education in Texas TEA website](#). TEA will continue to employ the TCIP model and expand opportunities for stakeholder engagement based on priorities and needs of the State. Other informal stakeholder engagements at the local, regional, and state levels have also impacted decision-making.

TEA analyzes information reported from all public input sources in identifying trends for guiding improvement planning within the State, in making thoughtful decisions before implementing strategies and/or activities, and before making changes to existing activities.

Figure 13 – Identified Opportunities in Adaptive Strategies



Indicator 17: State Systemic Improvement Plan - Phase 3 SSIP

Monitoring Priority: General Supervision

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

C. Data on Implementation and Outcomes

1. How the State monitored and measured outputs to assess the effectiveness of the implementation plan: (a) How evaluation measures align with the theory of action, (b) Data sources for each key measure, (c) Description of baseline data for key measures, (d) Data collection procedures and associated timelines, (e) [If applicable] Sampling procedures, (f) [If appropriate] Planned data comparisons, and (g) How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements
2. How the State has demonstrated progress and made modifications to the SSIP as necessary: a) How the State has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR, (b) Evidence of change to baseline data for key measures, (c) How data support changes that have been made to implementation and improvement strategies, (d) How data are informing next steps in the SSIP implementation, and (e) How data support planned modifications to intended outcomes (including the SiMR)—rationale or justification for the changes or how data support that the SSIP is on the right Path
3. Stakeholder involvement in the SSIP evaluation: (a) How stakeholders have been informed of the ongoing evaluation of the SSIP and (b) How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP

Data on Implementation and Outcomes

In alignment with the theory of action, the State has committed necessary provisions to implement its plan for statewide systemic improvement. Resource allocation toward capacity building in key areas such as access to and progress in the general curriculum, school discipline, school climate, behavior supports and options, integrated systems of support, implementation of curriculum standards across all settings, teacher quality, evidenced-based practices, and training are measured in part by activities funded to the 20 regional education service centers.

Specific statewide leaderships and expanded initiatives evidenced in data sources and activities listed in Appendix 1 align with key commitments stated in the State's Theory of Action. Literacy is fundamental to and is directly linked to these leaderships and initiatives. The activities illustrate the range of Agency investments that directly impact literacy achievement connected to student success and inform literacy efforts across the state. Appendix 2 provides examples of professional development and technical assistance provided by the 20 Regional ESCs. The ways in which ESCs engage with each other and with stakeholders has been a focused improvement strategy. These adaptive strategies are critical to achieving what is expressed in the State's Theory of Action and pivotal to continued and increased student success.

As captured in the FFY 2013 Phase 1 SSIP, the State's continuing commitment to key measures of accountability and programs designed to narrow performance gaps between children with disabilities and their non-disabled peers began more than 25 years ago with installations of statewide student assessments, program monitoring frameworks, and a stakeholder rich continuous improvement model that have been key to developing infrastructure, tools, and support necessary to improve and sustain results. The SSIP

identifies current coherent improvement strategies designed to allocate resources of support, expand literacy initiatives, clearly communicate expectations, and ensure consistency across programs and policies. While these existing key measures have collectively and positively impacted student outcomes, it would be difficult to establish true baselines for each due to their overlapping implementation across time. As such, stakeholders have agreed that leveraging existing infrastructure and systems specific to data collection, review, and progress monitoring will sufficiently yield vital, longitudinal information in determining progress and achievement of short and long-term goals in terms of impact on the SiMR. However, after the OSEP visit in 2017 and the resulting report in 2018, the state identified the need to focus on initiatives and projects, inclusive of metrics and milestones, that will result in more robust data collections. Expanded data availability will allow the agency to make actionable data-driven decisions impacting student outcomes. The State anticipates 2018-19 initiatives inclusive of specific data outputs and new initiatives beginning 2019-20 to yield more formative data used to better determine ongoing needs and measure statewide efforts.

Quantitative data are collected annually at the state level. However, for qualitative measures such as engagement, collaboration, and adaptive strategies, the State monitors participation and outputs from these type activities via attendance, feedback opportunities, and other reporting consistent with contractual and/or grant reporting requirements that help direct immediate needs or changes necessary toward achieving intended improvements and outcomes. Negotiations and reporting mechanisms continue to evolve to incorporate not only measurable lag goals tied to student outcomes for statewide activities, but also lead measures and metrics tied to quarterly reporting milestones to better track and gauge specific activity impact toward meeting the annual goals and expected outcomes.

Stakeholders have identified that progress in literacy can impact a broad range of outcomes. Appendix 1 shows the range of investments that are intentionally connected to ensure that progress in literacy translates to broader gains. This is the intersection of the State's focus on technical and adaptive strategies.

Insights: Emphasis on meaningful and constructive solutions-based approach engagement, meeting stakeholders where they are, and continuing conversations throughout implementation of the work is crucial to meeting statewide goals and achieving positive outcomes.

The State's Continuous Improvement Process (TCIP) employs a two-way model of active engagement, exemplified in FFY 2014 Phase 2 – *Support for LEA Implementation of Evidence-Based Practices*, that allows for the periodic and ongoing monitoring and fidelity checks necessary to achieve the intended outcomes. State leadership, along with stakeholders in the State, have historically engaged in a model of performance-based evaluation that drives behavior in developing thoughtful, intentional improvement planning initiatives aimed at addressing critical needs at the state, regional, local district, and school levels.

Evidence of this commitment to performance-based evaluation is shown in FFY 2013 Phase 1 SSIP, section 1(a), tables 1-7, in multiple key areas of student performance success as measured in the PBMAS over time. The State has long measured key areas of interconnected student performance that would be expected evidence of effective programs and practices, including high state assessment proficiency and participation; year after special education exit proficiency; high graduation rates; low dropout rates; placement in least restrictive environments; and other indicators included in the PBMAS.

Student assessment proficiency outcome data specific to the SiMR is the key measure for success identified in the SSIP. Data on this measure is collected through a secure and robust data submission system managed by the agency's Information Technology (IT) division. The statewide assessment, the

State of Texas Assessments of Academic Readiness (STAAR™), is directly aligned to the Texas Essential Knowledge and Skills (TEKS) currently implemented for the grade/subject or course being assessed. Whether students are served through general education, special education, or bilingual/English as a Second Language programs, the state tests provide a snapshot of the degree to which students are learning the TEKS. The assessment results are integrated in the State's student data system (TSDS) and are used to create reports that provide information on student performance, including the PBMAS report. This same data is used for reporting to the Department under Title I of the ESSA, formally ESEA. Other historical data are being studied as to its continuing impact on results for all students, including those students with disabilities. Evidence of significant impact from major state initiatives specifically designed to help struggling students such as the Texas Reading Initiative and the development of high-quality professional development in reading specific to struggling readers has been seen through improved student results in the past. Consequently, the State identified a need for re-establishing certain targeted interventions that showed marked impact on student achievement in the past. Literacy (explained in section 4 of FFY 2013 Phase I SSIP and section 2 of FFY 2014 Phase 2 SSIP) and Math academies were established under Exception Item #1 to the 2016-2017 [Legislative Appropriations Request](#) (submitted to the Legislative Budget Board, passed during the 2015 and 2017 Texas Legislature, and initially implemented in Summer of 2016). The Literacy Academies continue to evolve and expected to produce better student readers and writers.

Additionally, other factors that may have indirectly impacted results include focus from federal and state statute on accountability for 1) identification of students with disabilities¹; 2) changes to the state accountability system related to inclusion of students with disabilities so that special education student performance on state assessments would be counted for the purposes of accountability²; and 3) improved policy and practice at the district-level with regard to understanding the basis for special education eligibility³.

As statewide assessments have evolved to more rigorous standards, the State has learned from empirical data that a minimal two-to-three-year rate adjustment is inherent when changes in assessments or standards have occurred in the State. As outlined in the State's identification and continued evolution of existing fiscal, interagency, institutes of higher education, regional, and local commitments found in section 2 of the FFY 2013 Phase 1 SSIP Analysis of State Infrastructure to Support Improvement and Build Capacity, the State's use of rich sources of student-level data, systems steeped in evidence-based practices found within and outside the state, stakeholder input, and empirical and historical or trend data

¹ Public Law 105-17 as amended in 1997 sought to ensure that a lack of instruction in reading or math or limited English proficiency were not determinant factors for eligibility determinations. The accompanying Committee Report further explained the amendment's intent for serious consideration by evaluation professionals, at the conclusion of the evaluation process, to other factors that might be affecting a child's performance. The report stated, "there are substantial numbers of children who are likely to be identified as disabled because they have not previously received proper academic support...often is identified as learning disabled, because the child has not been taught, in an appropriate or effective manner...the core skill of reading." This provision was continued in the reauthorization of the Individuals with Disabilities Education Act of 2004 under 34 Code of Federal Regulations (CFR) §300.306(b).

² Evidence the inclusion of special education state assessment results included in the state accountability system had significant impact on inclusion rates of students with disabilities in the general education settings and curriculum. Inclusion rates, specifically inside the regular education class 80% or more of the day, rose from 56% in 2005 to 68% in 2017.

³ Texas was an early adopter of tiered interventions for struggling readers, which evolved into Response to Intervention methodology in 2003.

across the state and national educational landscape continues to shape the next steps in implementation of the State's SSIP. The calculation for the reading passing rate in the 2018 PBMAS Special Education (SPED) State Report for indicator 1 is based on grades 3-8 students served in SPED who took STAAR 3-8 reading assessment and achieved approaches grade level or above. In addition, this calculation also included the results from grades 5 and 8 students who took the STAAR Reading retest in May and achieved approaches grade level or above. Reading proficiency rates as measured in the SiMR increased from 39.6% (FFY 2014) to 47% (FFY 2017). While the state has not yet achieved its ambitious target of 65%, it is seeing growth as expected with a year four significant increase of approximately 7% achievement gains.

Key engagement with a variety of stakeholders occurs at all levels through ongoing face-to-face meetings, Texas Education Telecommunications Network (TETN) opportunities, survey and feedback opportunities, and other electronic or phone conference activities. Through formal and informal processes and opportunities, the State has gathered input and recommendations on how best to evaluate and monitor progress of short-term and long-term goals found in the SSIP. The evaluation framework and resulting plan, outlined in section 3 of FFY 2014 Phase 2 SSIP, was a direct result of key stakeholder involvement and recommendation and will continue to focus on outcomes for students with disabilities as infrastructures and systems evolve in the state.

Data sharing occurs prior to, for informed pre-engagement, and during stakeholder engagement to maximize timely decision-making impact. All stakeholder input is considered when making changes to systems of impact outlined in FFY 2013 Phase 1 and FFY 2014 Phase 2 SSIP. See Appendix 1 for listing of specific stakeholder involvement activities evidenced in the State's identified improvement strategy toward clearly communicating expectations, standards, and results.

Indicator 17: State Systemic Improvement Plan - Phase 3 SSIP

Monitoring Priority: General Supervision

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

- A. Data Quality Issues: Data limitations that affected reports of progress in implementing the SSIP and achieving the SiMR**
1. Concern or limitations related to the quality or quantity of the data used to report progress or results
 2. Implications for assessing progress or results
 3. Plans for improving data quality

Data Quality Issues

The State's only concern with any limitations related to quality of data are inherent to changes in the state assessment program. As reported in FFY 2013 Phase 1 SSIP, relating to the history and changes within the state assessment program, longitudinal data are limited to periods where significant changes did not impact overall measurable results. The State is currently in its third year of implementation of the [State of Texas Assessment of Academic Readiness \(STAAR\)](#) since a significant change occurred with the elimination of the modified state assessment that impacted assessment decisions for more than 100,000 students.

Data reported in the SiMR differs from reading achievement data reported in SPP Indicator 3C in that SiMR includes only grades 3-8. Additionally, the States ESSA plan revised the achievement measurement of proficiency to only include students with a proficiency level of "meets grade level or above" beginning in FFY 2017 and captured SPP Indicator 3C. SiMR data is aligned to PBMA and includes a growth measure proficiency standard.

Any additional significant changes to the state assessment program that may initiate from legislative action or policy resulting from needs of the state or federal reporting requirements could have implications on the State's ability to measure its identified result (SiMR) as stated due to its direct tie to the results for all students with disabilities grades 3 through 8 in reading proficiency as measured on the STAAR against grade level and alternate achievement standards with or without accommodations.

The State has no concerns with limitations on quantity or quality of data used to report progress or results.

Indicator 17: State Systemic Improvement Plan - Phase 3 SSIP

Monitoring Priority: General Supervision

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

E. Progress Toward Achieving Intended Improvements

1. Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SiMR, sustainability, and scale-up
2. Evidence that SSIP's evidence-based practices are being carried out with fidelity and having the desired effects
3. Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward achieving the SiMR
4. Measurable improvements in the SiMR in relation to targets

Intended Improvement Progress

Ongoing infrastructure changes and improvements in leveraging technical support and resources toward sustainable improvements for programs that support achievement for students with disabilities are in motion. The Agency has committed additional resource and technical capacity that will enable direct oversight and engagement over existing and emerging programs and state-wide projects. Commitments outlined in the State's special education strategic plan, inclusive of corrective action responses provide to OSEP includes additional oversight and support to districts and regional service centers. s. Ongoing connections across infrastructures identified in FFY Phase 1 SSIP and expected stakeholder engagements will assure that continued support for strategy implementation.

Identified benchmarks regarding progress toward short-term goals include:

- how well resource allocation is being utilized; how well participants are engaged with implementation and fidelity;
- how knowledgeable stakeholders are of expectations, standards, results; and
- how prepared practitioners are upon completion of training.

These metrics have been expanded and are providing more lead measures that are anticipated to be more predictive of performance on student outcomes-based lag measures for all statewide projects.

The State has taken steps to increase adaptive capacity through strategies of engagement identified in the LbC principles with ESC leadership to better allocate resources, increase participant engagement in implementing evidenced-based practices with fidelity, and increase knowledge and preparation of stakeholders and practitioners. As illustrated in Phase 2 FFY 2014 SSIP, Figure 11, two-way active engagement is necessary to achieve the short-term and long-term goals of the SSIP Preliminary results indicate high levels of engagement and positive outcomes regarding implementation activities, short-term goals, and the positive impact on increased reading proficiency rates for all children with disabilities in grades 3-8.

Although the rate of increase in the reading proficiency rates for all children with disabilities in grades 3-8 against grade level and alternate achievement standards with or without accommodations did not result in

meeting the targeted rate, the State is confident, given the continuing commitment and engagement in the improvement strategies at all levels, and planned improvements resulting from rich stakeholder engagements and needs assessment activities, that the rate of increase and goal achievement will meet expectations over time.

Indicator 17: State Systemic Improvement Plan - Phase 3 SSIP

Monitoring Priority: General Supervision

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

F. Plans for Next Year

1. Additional activities to be implemented next year, with timeline
2. Planned evaluation activities including data collection, measures, and expected outcomes
3. Anticipated barriers and steps to address those barriers
4. The State describes any needs for additional support and/or technical assistance

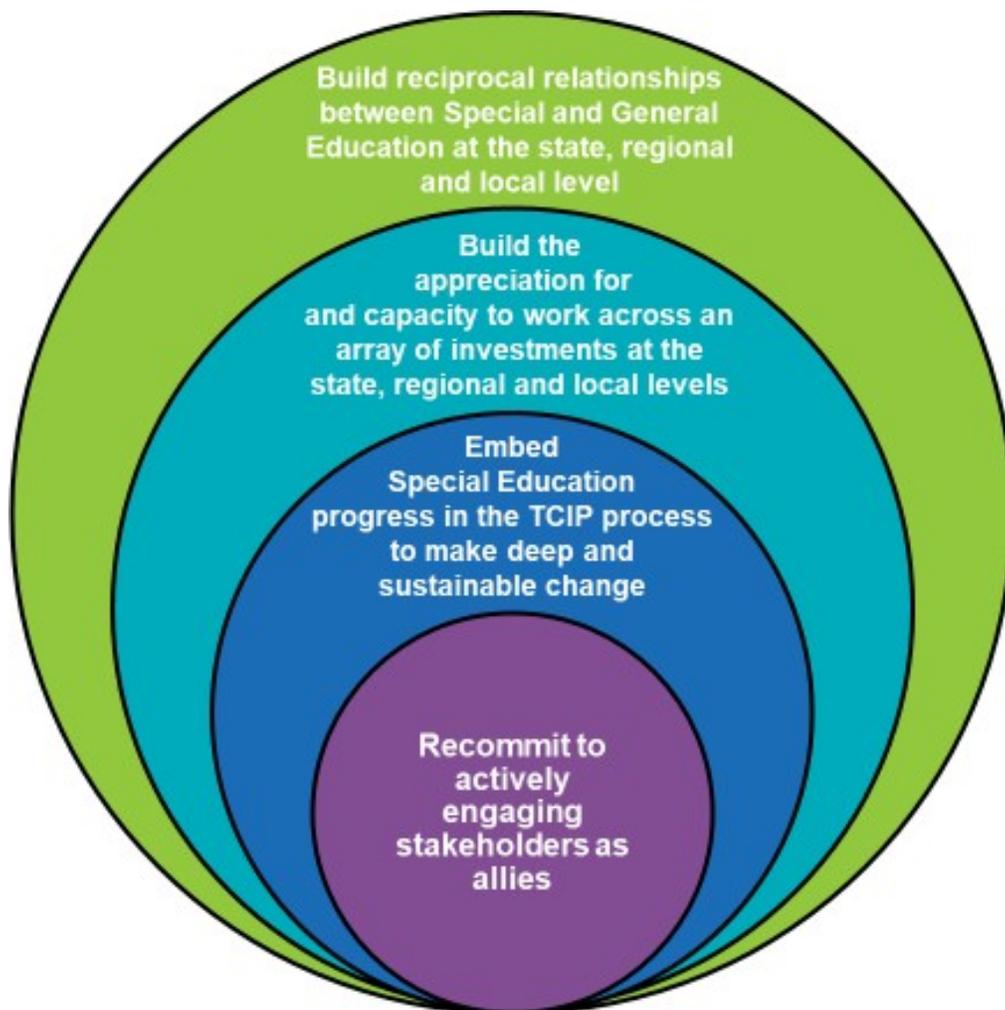
Future Plans

The Agency will continue its commitment toward discussions of literacy topics and activities in the state through monthly TETN and Zoom opportunities, and other opportunities for further development of adaptive strategies to overlay its technical capacity in expanding the existing networks of support. Additional activities will build and deepen connections among key stakeholder groups and the extended networks that they can reach and influence. These groups are not part of the formal TEA infrastructure but are well represented in its systems of stakeholder engagement and will be leveraged to increase the effectiveness of communication and sustain improvements in practice resulting in improved outcomes for students.

The SiMR is aligned with results measured in the [Performance-Based Monitoring and Analysis System \(PBMAS\)](#). The statewide assessment results in grades 3-8 in reading proficiency, once available, will be analyzed in directing new or expanded coherent intervention activities in the state. In addition to the PBMAS, which heavily relies on indicators of student performance and program effectiveness, qualitative and quantitative data points will continue to be reviewed and analyzed to measure outcomes of initiatives and activities aligned in the theory of action and other components of the SSIP. Continued formal and informal stakeholder involvement opportunities for feedback will also be expanded and utilized. Based on proven longitudinal data, expectation for continued improvement over time in achieving short and long-term goals toward targets set in the SiMR is high.

As in any systemic evolutionary process, the challenges inherent to changing practice and long-term commitment are typical barriers that affect short term success and progress. Additionally, navigating through future state and federal directives or requirements may become barriers to implementation of current or planned initiatives. Necessary steps to address barriers would include focus on meeting challenges as opportunity for growth and further stakeholder engagement; working with partners at federal, state, and local levels to discern emerging issues across literacy and other important and related topics such as Response to Intervention (RtI), Dyslexia, and evidenced-based practices; and ensuring that essential components of reading instruction, proper academic support, and appropriate instructional practices are available.

Figure 14 – Connecting Investments for Sustainable Change



- Progress in practice requires that evidence-based content is well understood, well implemented and makes the connections within the system to capitalize on opportunities and minimize challenges. A strong set of infrastructure investments forms the core of the technical capacity in TX. A firm commitment to engaging stakeholders drives the adaptive focus.
- Building positive relationships between and among TEA infrastructure, ECSs, districts and stakeholder groups can be connective and energizing. Embedding the changes in a long-established process - the Texas Continuous Improvement Process (TCIP) ensures that progress will be recognized, and deficiencies will be addressed.

The State recognizes the benefit for involvement in various communities of practice through various regional, state, and national collaborative activities. The State intends to continue participation and looks to expand participation where possible by seeking additional support and/or technical assistance from its peer states and from other identified sources such as the National Center for Systemic Improvement, National Association of State Directors of Special Education, and others.

Appendix 1 – Alignment of Resource Allocations to the Theory of Action (contains updates – new activities are included in red)

Theory of Action If Statement	Continuing State-wide Activities FFY 2017-2018	Data/Results	Changes
<p>★the State provides resources to promote capacity building specific to access to the general curriculum; school discipline, school climate, behavior supports and options; integrated systems of support; implementation of curriculum standards across all settings; teacher quality; evidenced-based practices; and training</p>	<p>For FFY 2017 the State provided funds to each of the 20 Education Services Centers (ESCs) as part of a consolidated interlocal contract and special project interlocal contracts for three primary deliverables: 1) to ensure that all local school districts and charter schools have access to technical assistance and support, professional development, and other services regarding the federal statutory implementation requirements of the Individuals with Disabilities Education Act (IDEA); 2) to support additional State projects and activities necessary to implement IDEA; and 3) to assist the Agency in carrying out its responsibilities by serving as statewide leads for certain IDEA-related decentralized functions. Using the 20 ESCs to complete these functions allowed the state to best support all local educational agencies (LEAs) in Texas by providing local access to appropriate professional development and activities. The contract period duration was September 1, 2017 – August 31, 2018 and continues in the 2018-19 school year.</p> <p>Using service centers as leads, these projects enabled the State to sufficiently address identified areas affecting literacy:</p> <ul style="list-style-type: none"> • ESC 1 – Disproportionate Representation – serve as a resource for schools, school districts, and charter schools in addressing the issues related to disproportionality. This includes development of self-assessment tools, links to current research and best practices, strategies, and trainings related to the needs of struggling students. • ESC 3 – Low Incidence Disabilities – provide leadership and support to the 19 ESCs in building capacity to meet the needs of students who are severely and profoundly cognitively disabled, medically fragile, and or deaf-blind. The goals of the project are to establish a collaborative network of stakeholders; facilitate professional development to meet statewide needs; and develop a process of evaluating the effectiveness of statewide activities. • ESC 4 – Assistive Technology – provide students with disabilities access to the general curriculum, increase independence, and actively participate in education and life activities. Develop training, products and services that build district capacity in assistive technology knowledge and skills, including strategies for building student literacy skills. • ESC 4 – Texas Behavior Supports (TBS) – provide capacity building trainings and products for ESC and LEA representatives to use in regional and local level professional development and technical assistance activities with districts/charter schools and child-serving agencies. <ul style="list-style-type: none"> ○ Development of Restorative Discipline Modules and Training of Trainers (TOT). Modules will be posted to the TBS website. 	<p>Completed – see Appendix 2 for examples of completed activities of technical assistance, support, professional development, and other services relating to implementation of the IDEA and other professional development and activities.</p> <p>Negotiations and reporting mechanisms continue to evolve to incorporate not only measurable lag goals tied to student outcomes for statewide activities, but also lead measures and metrics tied to quarterly reporting milestones to better track and gauge specific activity impact toward meeting the annual goals and expected outcomes.</p>	<p>Anticipated changes include revised grant and reporting procedures, and potential new grant opportunities to better leverage and align resources for focused outcomes-based results around identified needs of the local districts, regional impact, and state.</p>

	<ul style="list-style-type: none"> ○ Sponsor a Disproportionality Summit to address critical issues related to school discipline, disproportionality, school climate, and PBIS. ○ School Climate Transformation Project will expand statewide systems of support for, and technical assistance to, districts/schools implementing an evidence-based, multi-tiered behavioral framework for improving behavioral outcomes and learning conditions for all students. ○ Revise Texas Collaborative for Emotional Development in Schools (TxCEDS) into an Interconnected Systems Framework (mental health and PBIS) to address social/emotional/behavioral needs of students. <p>Additionally, all 20 ESCs received IDEA-B Discretionary funds for the purposes of providing PBIS, Restorative Practices Professional Development, and School Climate Transformation activities to educators in their respective regions to build capacity in schools for the provision of positive behavioral supports to students with disabilities.</p> <ul style="list-style-type: none"> ● ESC 9 – Parent Coordination – provide services and supports to the 20 ESC networks so parents of students with disabilities receive accurate and timely information to assist them in making informed choices in their children’s education (including coordination with other entities on a Parent Trigger Summit). The Network has identified the following priorities: joint training opportunities for parents and educators, collaboration with other parent training entities, and technical assistance to parents and school district personnel in the area of special education. ● ESC 10 – TWU TETN Speech Language Pathologists – decrease the critical shortage of speech and language pathologists by providing effective and efficient training emphasizing early intervention and detection for children who may qualify for speech and language services. ● ESC 10 – Special Education Information Center - This new project is a collaborative effort between TEA and ESC 10 to provide real-time responses to phone calls and emails received from the general public, parents, and school district and charter school personnel regarding special education in Texas. ● ESC 11 - State Leadership Services for the Blind and Visually Impaired (SLSBVI) – provide statewide leadership and facilitate activities for the 20 ESC regional network. Professional development and technical assistance focused on building capacity to ensure students with visual impairments have comparable access to the general curriculum and improve skill areas necessary to be successful in the general education curriculum and in post-secondary environments. ● ESC 11 – State Transition Network – provide statewide leadership and facilitate activities for the 20 ESC High School Transition Network. The focus is to promote communication and collaboration between stakeholders and a comprehensive, coordinated, transition service delivery system in Texas that leads to improvement of post-secondary outcomes for students. ● ESC 11 – Services for the Deaf (Communication) – provide leadership, staff development, technical assistance, and support to assist Texas school districts in meeting the communication-related needs of students (birth through 21) who are deaf 		
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	<p>or hard of hearing (DHH), staff members who provide educational services to students who are DHH, and to families with children who are DHH.</p> <p>Services for the Deaf (Birth to Five) – provide leadership, staff development, technical assistance, and support to assist Texas school districts in meeting the educational and related family needs of infants, toddlers, and pre-school children who are DHH.</p> <p>Services for the Deaf (AGC) – provide leadership, staff development, technical assistance, and support to assist Texas school districts design appropriate programs for students who are DHH in order to allow maximum access to the general curriculum.</p> <ul style="list-style-type: none"> • ESC 12 – Statewide Conference for Evaluation Personnel – facilitate a statewide conference for evaluation personnel. The conference brings national and state speakers to address current issues in the field of evaluation in special education. • ESC 13 – Autism – provide a mechanism to access training, technical assistance, support, and resources for educators and others who serve students with autism spectrum disorders. Specific activities include revising the online course modules, revising the TARGET website to allow for a more comprehensive and interactive user experience, and collaborating with other statewide leads and projects, other state agencies, and state councils on issues relating to Autism. • ESC 17 – Non-traditional Deaf Education Certification Program - decrease the critical shortage of teachers of students who are DHH by increasing the number of high-quality teachers through collaboration with Texas Tech University and the Texas Tech Health Sciences Center to offer 27 graduate hours online to a cohort of 15-20 students each 12-month period for participants to obtain certification in teaching students who are DHH. • ESC 18 – Legal Framework for the Child-Centered Special Education Process – provide a dynamic, electronic roadmap that summarizes state and federal requirements for special education by topic and coordinate the updating of policies, administrative procedures, the <i>Notice of Procedural Safeguards</i>, the <i>Parent Guide to the ARD Process</i>, the side-by-side document for special education regulations, rules, ad statutes, and various other procedural activities. • ESC 20 – Progress in the General Curriculum (PGC) – provide a framework for statewide implementation, professional development, and technical assistance with a focus on ensuring that all students with disabilities will gain access to and show progress in the general curriculum through curricular/instructional adaptations in the least restrictive environment. <p>The State maintains a Professional Development Portal.</p> <ul style="list-style-type: none"> • Texas Gateway is a collection of tools and applications that provide high quality professional development resources for K-12 teachers across the State. The portal builds professional learning communities in which educators can collaborate and participate in online learning opportunities. 		
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<p>★ the State expands literacy initiatives and opportunities (Figure 10)</p>	<p>In 2015 the 84th Texas Legislature (Regular Session) passed legislation directing the commissioner of education to develop and make available the following professional development opportunities to Texas public school teachers. Continuation of the academies were reauthorized during the 85th Texas Legislature.</p> <ul style="list-style-type: none"> • Mathematics achievement academies for teachers who provide math instruction to students at the kindergarten, first, second, or third grade level (Senate Bill 934, 84th Texas Legislature, 2015) • Literacy achievement academies for teachers who provide reading instruction to students at the kindergarten or first, second, or third grade level (SB 925, 84th Texas Legislature, 2015) • Reading-to-learn academies for teachers who provide reading comprehension instruction to students at the fourth or fifth grade level (SB 972 84th Texas Legislature, 2015) <p>The mathematics and reading academies began implementation during summer 2016 and continued according to the following schedule. Additionally, literacy academies are scheduled for 2019-2020.</p> <ul style="list-style-type: none"> • 2016 - Literacy Achievement Academies for kindergarten and grade 1 teachers and Mathematics Achievement Academies for teachers of students in grades 2 and 3 will be offered to eligible participants across the state. • 2017 - Literacy Achievement Academies for grade 2 and grade 3 teachers; Reading-To-Learn Academies for grade 4 and grade 5 teachers; and Mathematics Achievement Academies for teachers of students in kindergarten and grade 1 will be offered to eligible participants across the state. • 2018 - Continuation of the Literacy Achievement Academies to eligible participants across the state. • 2019-2020 - Continued literacy training opportunities through the Reading Excellence and Academies Development (READ) grant that includes K-5 teacher experience with a 15-month professional development series that includes 5 days of professional development in the summer and additional training throughout the academic year. The program will include instructional coaching, differentiated learning pathways, and a program completion stipend. Additionally, a regional, district, and school leadership experience training in similar content will be offered. 	<p>Summer 2016 academies commenced with more than 17,000 teachers completing at least one of the academies for grades K through 1; and summer 2017 saw the expansion to grades 2-5 and continued in 2018.</p>	<p>Additional funding was allocated during FFY 2017 and 18 for Math and Literacy Academy Follow-Along Support (for teachers who participated in the academies and serve students with disabilities) and State Systemic Improvement Plan (SSIP) Regional Implementation Support.</p>
<p>★ the State clearly communicates expectations, standards, and results</p>	<p>Key stakeholder activities included multiple opportunities during FFY 2017 and FFY 2018 to provide ongoing input and feedback to expectations, standards, and results. These formal opportunities included:</p> <ul style="list-style-type: none"> • Continuous Advisory Committee (CAC) meetings • Texas Continuous Improvement and Steering Committee (TCISC) meetings • Rule adoption postings and comment periods • Monthly Texas Education Televised Network (TETN) and/or Zoom virtual meetings—twice monthly meetings held with ESC special education personnel on a variety of 	<p>Completed with ongoing activities in FFY 2017 and continuing in FFY 2018.</p> <ul style="list-style-type: none"> • CAC advisory topics included SPP targets and progress; WIOA; Dispute Resolution 	<p>Continued integration of systems that will align and unify special education monitoring systems and</p>

	<p>topics related to the provision of services regarding the federal statutory implementation requirements of the IDEA, and progress toward meeting state targets and goals.</p> <p>Public reporting activities included Data Reporting of expectations, standards, and results on the TEA website derived from the Texas Student Data System (TSDS) which provides an abundance of information for researchers, parents and the public at large about the workings of 1,200 plus districts and charters, as well as TEA. Key reports specific to the SSIP and SiMR included:</p> <ul style="list-style-type: none"> • Performance-Based Monitoring and Analysis System (PBMAS) • Texas Academic Performance Report (TAPR) • State Performance Plan and Annual Performance Report (SPP/APR) • Local Education Agency (LEA) Public Reports 	<p>and Monitoring; Proposed Rule amendments; Restorative Discipline; Intelligence Testing; Child Find and Student Assessment; PBMAS results; Significant Disproportionality; and Corrective Action Planning and Strategic Planning.</p> <ul style="list-style-type: none"> • TCISC provided feedback and development on SPP/APR and SSIP target setting; disproportionality; SSIP improvement strategies and implementation plans; State Determinations and monitoring practices; SSIP Evaluation Plan development, and Corrective Action Planning and Strategic Planning. • Comments received from rule adoptions and postings were considered, responses provided, and changes incorporated where appropriate. • Improvements toward developing adaptive strategies continued during face-to-face meetings with ESC special education staff 	<p>reports to improve timely reporting and increase reaction time for district implementation toward positive change and results.</p>
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<p>★the State engages and collaborates with other education programs, statewide agencies and other organizations</p>	<p>For FFY 2017 the State engaged in activities using Discretionary Funds from the IDEA – Part B, Section 611 Grant Award to improve teacher quality initiatives and ensure consistency across programs and policies that affect student outcomes. The following collaborations allowed the state to best support all Texas LEAs in this pursuit:</p> <ul style="list-style-type: none"> • State Level Professional Development for School Personnel and Parents of Students with Autism – TEA continued to implement state level professional development for school personnel and parents of students with autism through The Statewide Annual Autism Conference hosted by ESC Region 3, with additional coordinated efforts with the Texas Tech/ESC13 Professional Development project and interagency coordination efforts with Health and Human Services, Department of Adult Rehabilitation Services, and Institutes of Higher Education. • Professional Development for the Provision of Access to the General Curriculum for Students with Disabilities in the Least Restrictive Environment – A set aside amount provided to all 20 ESCs to fund capacity building projects, including follow-up professional development and support, for school districts to provide access to the general curriculum in the least restrictive environment for students with disabilities and Response to Intervention (RtI) processes for struggling learners in general education settings. • Regional Education Service Center Dyslexia and Related Disorders Coordinators - To assist the joint program of coordinators for dyslexia and related disorders services at the regional education service centers pursuant to §38.003 of the Texas Education Code and to provide regional and state assistance to districts, charter schools, universities, parents, service centers, and other entities regarding effective practices for educating students with dyslexia. • Teacher Preparation Consortium – To support professional preparation for teachers of students with visual impairments under the provisions of a memorandum of understanding executed by the Texas School for the Blind and Visually Impaired, Texas Tech University, and Stephen F. Austin University. • Response to Intervention Project at the University of Texas, the Meadows Center for Preventing Educational Risk – To continue the ongoing development of tools and resources to enhance the knowledge of educators and school leaders in using an instructional decision-making model for RTI in the areas of reading, mathematics, and behavior; address writing skills of the students in Texas as an integral part of an effective reading program; provide educators, parents, and other stakeholders “24/7” access to RTI implementation information and professional development via a web site; collaborate with TEA, the ESC Partner Network(s), and ESC Campus RTI 	Completed with ongoing activities in FFY 2018.	

	<p>Partners to disseminate information and provide venues for school leaders to share information related to practices that promote school improvement; and collaborate and share RTI-related information with non-LEA service providers who are working with at-risk students, including those in state foster care.</p> <ul style="list-style-type: none"> • Intervention Project at the University of Houston, the Texas Center for Learning Disabilities – To focus on the development and evaluation of curriculum materials for Tier 3 interventions in Grades 4-5 to bring reading initiative activities to students who are struggling and require assistance through an intervention system and to students who have been identified as having disabilities and who are in need of special education and related services and to disseminate web-based materials that will communicate accessible knowledge and guidance based on research findings to an extensive network of professionals and community leaders. • <u>National Center for Intensive Interventions (NCII)</u> – Partnering with the previously mentioned projects and the University of Texas, TEA was selected for year 2 implementation in piloting a project that will provide intensive technical assistance, training, and coaching to build district and school capacity to support the implementation of intensive interventions that will be scalable statewide over time. Three campuses were selected during the 2017-18 school year by which technical assistance began for building a strong multi-tiered system of intensive intervention using data-based individualization (DBI), a research-based process that integrates the systematic use of assessment data, validated interventions, and intensification strategies. Statewide scale up is anticipated over the next three to five years. • Statewide VI Outreach Projects – To the Texas School for the Blind and Visual Impaired (TSBVI) for outreach leadership to the state related to: 1) providing web-based information to programs serving blind and visually impaired students and children who are deaf-blind; 2) personnel preparation leadership related to addressing the shortage of certified professionals and paraprofessionals providing services to blind and visually impaired children and children who are deaf-blind; and 3) coordination of the American Printing House for the Blind (APH) annual registration, ordering, and distribution of materials based on federal funds obtained through the APH registration process. • TLI Partner Funding –Continued support of the Texas Literacy Initiative (TLI) Professional Development and Technical Assistance from Institute for Public School Initiatives (IPSI) grant and the TLI Professional Development and Technical Assistance from UT Health grant. These projects ensure special education participation in all TLI-support activities and support the work of IPSI’s State Literacy Liaisons and that of UT Health’s State Literacy Liaisons to provide professional development, technical assistance, and leadership consultation to IDEA grantees. 		
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Appendix 2 - Examples of professional development and technical assistance provided by the 20 Regional ESCs

Theory of Action If Statement	Regional Activities FFY 2017 – FFY 2018 (Sampling of Reported Activities)	Data/Results	Changes
<p>★Regional Education Service Centers (ESCs) provide access to professional development and technical assistance</p>	<ul style="list-style-type: none"> • Offer training that provides participants with strategies for successful student transitions from Pre-K to Kindergarten and from Kindergarten to 1st grade for young children with special needs • Provide training and/or technical assistance (T/A) to LEAs on writing standards-based individualized education program (IEP) goals to ensure access to the general curriculum for students with disabilities • Collaborate with general education & Bilingual/English as a Second Language (ESL) staff to provide joint trainings and/or T/A to LEAs regarding differentiated instruction in the general education classroom for students with disabilities • Collaborate with general education to provide trainings and/or T/A regarding interventions for struggling students within the RtI process to address individual student needs • Provide training and technical assistance for behavior intervention plan (BIP) and functional behavioral analysis (FBA) training • Provide training and/or T/A to address classroom management techniques and strategies to provide the least restrictive environment for all students with disabilities • Act as first point of contact to provide T/A, trainings and updates to LEAs to address issues surrounding access to the enrolled grade level curriculum for students with disabilities in the least restrictive environment (LRE) • Provide training and/or T/A to LEAs to address differentiated instruction in the general education classroom for struggling students, students of diverse cultures, and students with disabilities • Provide training and/or T/A to LEAs in accessing the general curriculum for students with Low Incidence Disabilities. • Provide training and technical assistance for Restorative Practices • Provide training and/or T/A to targeted LEAs focusing on access to the general curriculum for students with modified curriculum • Collaborate with Curriculum, Instruction, and Assessment to provide training and/or T/A to targeted districts in understanding the importance of identifying root causes of students dropping out of school • Promote preschool LRE by providing training and/or technical assistance to targeted LEAs to address continuum of services available for students aged 3 to 21 • Provide training and/or T/A regarding support services, specially designed instruction, and direct and indirect services for students with disabilities 	<p>Data are tracked through an online application for accounting purposes based on allocation of funds and monitoring for use of funds in negotiated or otherwise required activities for the 20 Regional ESCs. Each required or negotiated activity is reported as incomplete or complete prior to close of the federal fiscal reporting year. Activity reports are reviewed by TEA prior to renegotiating or appropriating continuing or additional fiscal year funding. ESCs retain additional documentation for audit, analysis, or other improvement planning activities, or other review by the State.</p> <p>Negotiations and reporting mechanisms have evolved to incorporate not only measurable lag goals tied to student outcomes for statewide activities, but also lead measures and metrics tied to quarterly reporting milestones to better track and gauge</p>	<p>Realigned statewide networks, professional development, and technical assistance to meet the ongoing and emerging needs identified after the OSEP visit in 2017 and the resulting report in 2018. Included metric and milestones in all initiatives and projects will increase data results and tracking mechanisms.</p>

	<ul style="list-style-type: none"> • Provide training and/or T/A in designing classroom structure & organization to minimize behavioral distractions so that students with disabilities have access to & can participate in the general curriculum • Provide training on modification and accommodation strategies to use in all classrooms • Provide training and technical assistance to districts to identify struggling students and provide services, as needed • Provide training/technical assistance in data collection, analysis, interpretation • Provide training and technical assistance on strategies and interventions for struggling readers and writers • In conjunction with the ESC Bilingual/English as a Second Language staff, provide a training that outlines the legal requirements related to serving young English Language Learner (ELL) children with special needs • Provide a strand of training that highlights the needs of students with autism spectrum disorder that includes behavior management, parent involvement strategies, and instructional strategies • Provide opportunities for district personnel, parents and students, when appropriate, to attend statewide, regional cluster groups, agency sponsored and other trainings and conferences • Upon request, provide individualized technical assistance and/or training related to curriculum, standards-based IEP goals, and Early Childhood Outcomes • Provide administrators of early childhood programs with the opportunity to access online training (such as YouTube and/or webinars) as well as face-to-face sessions • At LEA special education administrator meetings, highlight content trainings for each semester • Provide support and technical assistance to individual speech and language pathologists (SLPs) and groups of SLPs regarding the Rtl process by providing training and technical assistance with Rtl topics • Preschool: Update the Ready, Set, Go training for new evaluation personnel module to meet current laws and guidelines • Collaborate among the ESC staff to promote cultural awareness in trainings on effective instruction and behavioral strategies • Provide training and coaching for Resiliency and Restorative Practices techniques and strategies • Develop and implement a training series to support students with mental health issues, including, but not limited to, counseling techniques, engagement techniques, and crisis intervention • Parent Training: Evening Autism Series (hosted at the ESC and regional LEAs) • Develop tools and training for FBA and BIPs and implementation for LEAs 	<p>specific activity impact toward meeting the annual goals and expected outcomes.</p>	
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	<ul style="list-style-type: none"> • Training and TA for district personnel regarding state assessments for students with disabilities • Provide training on the five modules of the Texas Dyslexia Identification Academy • Provide stipends for parents of students who are deaf or hard of hearing to attend professional growth trainings addressing instructional strategies for their children • Present trainings that support the Texas Prekindergarten Guidelines • Integrate professional learning community ideology into classroom/discipline management trainings and workshops • Provide training to new staff concerning disabilities, assessment, instructional strategies, and accommodations for students with disabilities • Provide training through online modules that support positive behavior supports • Provide a variety of trainings in dyslexia to diagnosticians and reading specialists • Provide tier I instructional accommodation training • Provide cooperative learning training with collaboration across components for local educational agencies • Support cross-component collaboration between general and special education for reaching all students by providing training and technical assistance • Provide and facilitate limited English proficient and bilingual trainings in English language proficiency standards and language proficiency assessment committee • Provide training and technical assistance using sheltered instruction strategies and collaboration with bilingual and English as a second language consultant • Provide pod trainings (clustered sites) for teachers of students in low incidence classrooms on structured teaching, lesson plans, assistive technology, and visual strategies • Collaborate with Behavior Specialist on training and technical assistance in discipline practices in meeting the needs of diverse learners • Collaborate with ESC general education personnel to provide training to all teachers in differentiated instruction including Universal Design for Learning and Assistive Technology • Provide training through technical assistance, traditional workshops, and alternate delivery methods to administrators and teachers of students who are deaf and hard of hearing • Collaborate with General Education services to provide training in specific differentiation strategies using the TEKS Resource System in order to support inclusive classrooms • Collaborate with General Education services to provide training, technical assistance, and district specific services in the components of a Response to Intervention program 		
★ ESCs provide differentiated	<ul style="list-style-type: none"> • Provide trainings and/or T/A on evidence-based methodologies and strategies for the inclusion of students with Autism in the LRE 	Data are tracked through an online application for	Realigned statewide

<p>resources and evidenced-based information in alignment with literacy initiatives</p>	<ul style="list-style-type: none"> • Training regarding evidence-based practices in all areas related to provision of FAPE • Collaborate with general education consultants to provide training for middle school educators in improving literacy skills for adolescents • Provide training to develop student comprehension while reading and communicate well while writing; fluency develops as students are given opportunity to grow in literacy practices • Training for parents on early literacy development in young children • Provide training that supports early literacy to preschool and preschool program for children with disabilities teachers • Training and TA in instructional strategies for math, reading, writing, social studies and science for students with disabilities to address performance gaps • Provide training for teachers to utilize mentor texts to develop reading and writing skills • Provide training for teachers to embed the use of reading maps, charts, graphs, infographics, and multi-media to enhance engagement and reading critically • Provide training and conduct professional development through use of effective research-based strategy instruction for reading across disciplines • Provide training for teachers to guide students to make connections while reading and writing to other genres, topics, and core content areas • Provide training for teachers to analyze data for highly tested reading and writing TEKS and develop systematic method for measuring student growth in reading and writing • Provide training to develop the planning and presentation domains related to providing students the opportunity to receive information and to respond through speaking, reading, and writing • Provide training on Language Essentials for Teachers of Reading and Spelling (LETs) and other research-based reading interventions • Provide training and technical assistance in strategies/methods/processes to improve the reading skills of students with disabilities 	<p>accounting purposes based on allocation of funds and monitoring for use of funds in negotiated or otherwise required activities for the 20 Regional ESCs. Each required or negotiated activity is reported as incomplete or complete prior to close of the federal fiscal reporting year and is linked specifically to the focus area – literacy where appropriate. Activity reports are reviewed by TEA prior to renegotiating or appropriating continuing or additional fiscal year funding. ESCs retain additional documentation for audit, analysis, or other improvement planning activities, or other review by the State.</p> <p>Negotiations and reporting mechanisms have evolved to incorporate not only measurable lag goals tied to student outcomes for statewide activities, but also lead measures and metrics tied to quarterly reporting milestones to better track and gauge specific activity impact toward meeting the annual</p>	<p>networks, professional development, and technical assistance to meet the ongoing and emerging needs identified after the OSEP visit in 2017 and the resulting report in 2018. Included metric and milestones in all initiatives and projects will increase data results and tracking mechanisms</p>
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		goals and expected outcomes.	
<p>★ ESCs provide targeted technical assistance to low performing districts/campuses</p>	<ul style="list-style-type: none"> • Provide professional development and technical assistance to LEAs that do not meet state and federal requirements regarding inclusion. This will include those who are rated 2 or 3 in PBMAS • Provide individual LEA technical assistance and supports to all LEAs in an elevated determination level for PBMAS or Accountability • Provide LEAs with technical assistance related to data analysis and compliance • Increase staff capacity to understand the links between SPP Indicators, PBMAS, and state accountability to better meet the needs of all LEAs by sending teams to work with LEAs • Evaluate data from the various accountability systems, surveys, workshop evaluations, and the various state and national trends to determine training and technical assistance needs • Support individual requests from LEAs for training and/or technical assistance on any special education and related services topic and improvement strategies • Provide training and/or T/A to LEAs for gathering, disaggregation, and utilization of data to measure progress, determine interventions, and promote academic growth of students' w/disabilities 	<p>Data are tracked through an online application for accounting purposes based on allocation of funds and monitoring for use of funds in negotiated or otherwise required activities for the 20 Regional ESCs. Each required or negotiated activity is reported as incomplete or complete prior to close of the federal fiscal reporting year and is linked specifically monitoring priorities identified in specified low performing district and or campus reports. Activity reports are reviewed by TEA prior to renegotiating or appropriating continuing or additional fiscal year funding. ESCs retain additional documentation for audit, analysis, or other improvement planning activities, or other review by the State.</p> <p>Negotiations and reporting mechanisms have evolved to incorporate not only measurable lag goals tied to student outcomes for statewide activities, but also lead measures and metrics tied to quarterly</p>	<p>Realigned statewide networks, professional development, and technical assistance to meet the ongoing and emerging needs identified after the OSEP visit in 2017 and the resulting report in 2018. Included metric and milestones in all initiatives and projects will increase data results and tracking mechanisms</p> <p>Adjustments are made based on local district requests, and ongoing analysis and assessment of local district and personnel needs.</p>

		reporting milestones to better track and gauge specific activity impact toward meeting the annual goals and expected outcomes.	
<p>★ ESCs engage stakeholders and conduct analysis to improve and tailor service needs</p>	<ul style="list-style-type: none"> • Collaborate with the regional behavior advisory team to plan training based on regional PEIMs discipline data and district needs • Collaborate with the Curriculum and Instruction Department to provide instructional strategies and trainings for general educators and special educators • District data are analyzed on all reported areas of special education for internal planning and dissemination to LEAs • Increase the Differentiation team and Co-teaching team to include specialists from all core-teaching fields and special education staff • Collaborate with the Texas Charter Network to provide cohesive special education support for all Charters through face-to-face, online, and onsite professional development • Include parents and regional clients in a stakeholders' meeting to help define the Preschool services 	<p>Data are tracked through an online application for accounting purposes based on allocation of funds and monitoring for use of funds in negotiated or otherwise required activities for the 20 Regional ESCs. Each ESC must report on its activities specific to monitoring priorities, and of the data sources reviewed in determining regional progress or slippage prior to close of the federal fiscal reporting year. These Special Education Continuous Improvement Plan (SECIP) reports are reviewed by TEA prior to renegotiating or appropriating continuing or additional fiscal year funding. ESCs retain additional documentation for audit, analysis, or other improvement planning activities, or other review by the State.</p> <p>Negotiations and reporting mechanisms have evolved</p>	<p>Adjustments are made based on local district requests, and ongoing analysis and assessment of local district and personnel needs.</p>

		to incorporate not only measurable lag goals tied to student outcomes for statewide activities, but also lead measures and metrics tied to quarterly reporting milestones to better track and gauge specific activity impact toward meeting the annual goals and expected outcomes.	
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