FFY 2018

State Performance Plan – Annual Performance Report

Texas

Texas Education Agency
Division of Special Populations
Texas Education Agency Website

Contents

Executive Summary 3

Introduction to the State Performance Plan (SPP)/Annual Performance Report (APR) 3

Indicator 1: Graduation 14

Monitoring Priority: FAPE in the LRE 14

Indicator 2: Drop Out 17

Monitoring Priority: FAPE in the LRE 17

Indicator 3A: Districts Meeting AYP/AMO for Disability Subgroup 20

*Monitoring Priority: FAPE in the LRE** 20

Indicator 3B: Participation for Students with IEPs 21

Monitoring Priority: FAPE in the LRE 21

Indicator 3C: Proficiency for Students with IEPs 21

Monitoring Priority: FAPE in the LRE 21

Indicator 4A: Suspension/Expulsion 21

Monitoring Priority: FAPE in the LRE 21

Indicator 4B: Suspension/Expulsion 21

Monitoring Priority: FAPE in the LRE 21

Indicator 5: Education Environments (children 6-21) 21

Monitoring Priority: FAPE in the LRE 21

Indicator 6: Preschool Environments 21

Monitoring Priority: FAPE in the LRE 21

Indicator 7: Preschool Outcomes 21

Monitoring Priority: FAPE in the LRE 21

Indicator 8: Parent involvement 21

Monitoring Priority: FAPE in the LRE 21

Indicator 9: Disproportionate Representations 21

Monitoring Priority: Disproportionate Representations 21

Indicator 10: Disproportionate Representations in Specific Disability Categories 21

Monitoring Priority: Disproportionate Representations 21

Indicator 11: Child Find 21

Monitoring Priority: Effective General Supervision Part B / Child Find 21

Indicator 12: Early Childhood Transition 21

Monitoring Priority: Effective General Supervision Part B / Effective Transition 21

Indicator 13: Secondary Transition *21*
Monitoring Priority: Effective General Supervision Part B / Effective Transition 21
Indicator 14: Post-School Outcomes *21*
Monitoring Priority: Effective General Supervision Part B / Effective Transition 21
Indicator 15: Resolution Sessions *21*
Monitoring Priority: Effective General Supervision Part B / General Supervision 21
Indicator 16: Mediation *21*
Monitoring Priority: Effective General Supervision Part B / General Supervision 21

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 that the State meets the IDEA requirements and the provision of services to improve results for students with disabilities. This introduction includes the following: 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. Indicator 17 contains the State Systemic Improvement Plan (SSIP) The SSIP is a multi-year Plan that State systematically developed, implemented, and scaled up to improve results for all children with disabilities. Planning and implementation occur in three phases.

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 State's general supervision system mirrors the requirements of IDEA outlined in the SPP /APR. The State's data-driven, evidence-based improvement activities inclusive of stakeholder needs and input guides its efforts to improve results for students with disabilities.

Texas has a balanced system of compliance and performance-based accountability that includes monitoring and intervention practices in the State. Special Education monitoring and intervention activities rely on extensive data sources by which the State analyzes student-level information to determine compliance and results of effective programs for students with disabilities. The State's monitoring activities include the following.

- Targeted and cyclical monitoring of public school districts including public charter schools
- Approval and re-approval of nonpublic day and residential schools
- Cyclical monitoring of other entities that provide services to students with disabilities
- Residential facility educational program monitoring; dispute resolution tracking through the Correspondence and Dispute Resolution Management System (CDRMS)

- Monitoring noncompliance through the Intervention, Stage, and Activity Manager (ISAM)

Results Driven Accountability (RDA)

Each year, TEA evaluates every LEA through an analysis of district data against the standards of an RDA framework and is aligned across different RDA special population program areas that includes Special Education. The RDA framework uses reliable and comprehensive data reported annually by LEAs, indicating patterns of past performance along with other federally required indicators as part of the State's mechanism to inform monitoring determinations and interventions. The agency's former Performance-Based-Analysis System (PBMAS) and newly evolved RDA framework have transformed its early historical program monitoring from a stand-alone, cyclical, and compliance-driven on-site monitoring system to a data-informed, results-driven approach of coordinated and aligned monitoring activities. The State continues to evolve its strategy for a differentiated LEA determination rating system with both cyclical and targeted reviews. It is currently working on expanding this further with the development of a risk assessment index that will include predictive measures of student outcomes and school success.

The RDA framework also includes an intervention component with specific processes and activities that are implemented with individual LEAs after the initial RDA determinations occur. This component, the Differentiated Monitoring and Support (DMS) system, is similar to OSEP's monitoring system to achieve continuous improvement goals. The DMS system provides monitoring and support activities that are customized based on the LEAs need and concentrates on three programmatic pillars: Implementation, Student Outcomes, and Family Engagement. These pillars are integral to the analysis of the seven critical areas of compliance within the monitoring framework. The diagnostic framework supports the TEA and LEAs in developing differentiated support activities to promote compliance and continuous improvement of outcomes for students with disabilities. LEA monitoring activities target unique special population program needs and meet state and federal statutory requirements for performance interventions and compliance reviews specific to each program area. All cyclical and targeted districts are required to develop local improvement plans addressing areas of concern. TEA requires districts to address findings of noncompliance in a corrective action plan (CAP), and they must implement intervention activities when TEA identifies areas of intense need or noncompliance. All LEAs must correct noncompliance as soon as possible, but in no case later than one year from identification. TEA's Special Education Review and Support website provides additional information about DMS and special education monitoring activities.

Initial and Re-approval for Nonpublic Schools

TEA monitors both day and residential nonpublic schools and approves LEA contracting for special education instructional and related services. TEA's Nonpublic School Monitoring and Guidance Resources includes further information.

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. TEA monitors these entities on a four-year cycle.

Residential Facility (RF) Monitoring

Under the authority of 19 Texas Administrative Code (TAC) §97.1072, TEA monitors districts that 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 Complaint Dispute Resolution Monitoring System (CDRMS) provides integrated tracking and management of correspondence and dispute resolution processes at TEA. The CDRMS is divided into modules as follows:

- Correspondence – maintains 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 finalhearing 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
- 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 of Review and Support is responsible for monitoring any required corrective actions resulting from complaints and due process hearings. The Special Education Dispute Resolution processes website contains more information.

Noncompliance Tracking and Monitoring

In tandem with CDRMS, TEA monitors the finding of noncompliance through the ISAM system. The district's ISAM account records cited noncompliance. ISAM documents the date that the State notifies the district of the finding, the due date for correction, and the date TEA clears the district of noncompliance. ISAM monitoring 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. TEA identifies districts that do not correct any instance of noncompliance within a year as in escalated oversight within the ISAM system—the ISAM system tracks additional interventions or sanctions.

Statewide Systems of Technical Assistance and Support

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

The State provides leadership in implementing the requirements of IDEA 2004 in Texas and 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 provide services that improve results for students with disabilities. Results accountability, critical in the State's TCIP model, is integral to the organizational alignment and commitment of resources. The State utilizes resources to ensure this alignment with SPP indicators and results for 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 ESCs support the State in implementing the requirements of IDEA 2004, meeting the targets of 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 dissemination of information throughout the State.

In addition to the State's commitment of resources found in the ESC infrastructure of technical assistance and support, another layer exists in collaborative projects, institutes of higher education (IHE) grants, and interagency coordination. 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. The TEA participates in many stakeholders and interagency councils alongside the following other state agencies.

As part of the dissemination of discretionary funds that TEA receives under IDEA-B for state-level activities, TEA provides grants for statewide leadership networks. Networks address major, thematic topics that they identified as critical technical assistance and support needs for the State. A network is comprised of:

- The grantee who serves as the network lead alongside TEA
- Network members (At least one from each of the 20 Education Service Centers (ESCs) across the State)
- TEA special education program staff

Many networks also utilize stakeholder or advisory groups in the design and implementation of network activities. Technical assistance, resources, and trainings from these networks are available to any LEA in the State and are intended to leverage best practices.

As part of the April 2018 special education strategic plan, TEA incorporated stakeholder feedback, data, and interviews to reimagine the network structure. As a result, the current Statewide Technical Assistance Networks launched July 1, 2019.

The Child Find, Evaluation and ARD Supports Network assists LEAs by providing resources and training that are aligned with implementing effective Child Find practices, conducting comprehensive evaluations, and practicing collaborative admission, review, and dismissal (ARD) committee processes that lead to a free appropriate public education (FAPE) for students with disabilities.

The School, Family, and Community Engagement Network provides resources and professional development to build the capacity of educators to work collaboratively with families and community members in supporting positive outcomes for students with disabilities. As part of the School, Family, and Community Engagement Network, SPEDTex (the Texas Special Education Information Center) optimizes information and responds with technical assistance in a concise and useful format that is user-friendly, culturally responsive, and accessible to all individuals. All parent resources connected to the Special Education Strategic Plan will either be housed or linked on the SPEDTex website.

The Inclusion in Texas Network is working to promote a statewide culture of high expectations for students with disabilities and significantly improve academic and functional outcomes for students served by special education. The network assists LEAs to build capacity to develop and appropriately implement instructional programs that provide meaningful access to inclusive environments and grade-level standards, where appropriate.

Texas Statewide Leadership for Autism Training (TSLAT) increases LEAs' knowledge, understanding, and implementation of evidence-based practices that ensure the academic, functional, and behavioral needs of students with autism are met. TSLAT provides access to training, technical assistance, support, and resources for educators who serve students with autism. The TSLAT website includes online courses (some in Spanish), webinars, information about opportunities for deeper learning, a video library, and more.

The Tiered Interventions using Evidence-based Research (TIER) Network is developing comprehensive and coherent training and resources for evidence-based intervention practices across the State. The network strives to increase LEA and ESC capacity to create and implement an effective, integrated, comprehensive framework for intervention that is grounded in differentiated instruction and aligns the systems that are fundamental for all students' academic, behavioral, and social achievement.

The Texas CAN Network provides statewide leadership and support to increase the capacity of LEAs and families to meet the needs of students with significant cognitive disabilities. The network provides resources and supports that provide for the complex and intensive educational and functional needs of students with significant cognitive disabilities.

The Texas Sensory Support Network (TxSSN) ensures the provision of support to infants, toddlers, children, and youth with sensory impairments, their families, and the professionals who serve them. This network provides information and strategies for the development of communication, mobility, tactile skills, and environmental adaptations. Additionally, TxSSN addresses diagnosis, evaluation, and educational programs for services to students in their home communities in support of the comprehensive statewide education plan for this student population.

The Small and Rural Schools Network strives to build the capacity of small and rural LEAs to provide a more equitable level of access for students with disabilities in these communities. The network will develop state-level infrastructures, resources, and professional development to support LEAs who face unique challenges, such as resource limitations and geographic remoteness.

The Student-Centered Transitions Network builds collaborative infrastructures among students, families, schools, LEAs, and communities. The SCTN aims for all students with disabilities to be actively involved in planning, communicating, and evaluating progress in meeting their transition goals from early childhood through high school graduation and post-secondary readiness.

The Multiple Exceptionalities and Multiple Needs (MEMN) Network supports students with multiple exceptionalities and multiple needs served by special education and identified in one or more of the following special populations: gifted and talented (GT), English learner (EL), or highly mobile family situation, including military, migrant, foster, or homeless. The multifaceted needs of these students require planned and purposeful coordination. Through the creation of partnerships and a foundation in evidenced-based practices, this network builds capacity for educator support through training and resources specific to identification and programming for students with multiple exceptionalities and multiple needs.

In addition to the Division's commitment to resources found in the ESC infrastructure of technical assistance and support, another layer exists in collaborative projects and institutes of higher education (IHE) grants. Currently, collaborative projects and IHE grants are specific to Response to Intervention (RTI) capacity building at UT–Austin's Meadows Center, and 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 is a project with UT's Institute for Restorative Justice and Restorative Dialogue (IRJRD), providing training toward the 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, is 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 Texas School Safety Center at Texas State University provides online tools and resources for districts and campuses to address bullying and mediation policy and efforts. The website for the Texas School Safety Center contains additional resources.

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

The State's determinations for both 2018 and 2019 were Needs Assistance. Under section 616(e)(1) of the IDEA and 34 C.F.R. § 300.604(a), OSEP's June 20, 2019 determination letter informed the State that it must report with its FFY 2018 SPP/APR submission 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 reports the national technical assistance centers and resources that the State used, and steps the State took as a result of that technical assistance.

Sources:

- National Center for State Systemic Improvement (NCSI)
- National Center on Intensive Intervention (NCII)
- IRIS Center
- Center for IDEA Early Childhood Data Systems (DaSY)
- Early Childhood Technical Assistance Center (ECTA)
- Center for IDEA Fiscal Reporting (CIFR)
- IDEA Data Center (IDC)

Actions:

National Center for Systemic Improvement (NCSI): TEA continues to engage in each of the NCSI Learning Collaboratives offered. Members participate in scheduled webinars, face to face, and leadership meetings to receive technical assistance and learn from other states. Involvement in learning collaboratives led to a collaboration with professionals from NCSI to train TEA technical assistance staff and members of our Statewide Technical Assistance Network grants on aspects of high-quality professional development and best practices in coaching. On April 15, Sarah Benz provided a virtual training on the indicators for high-quality professional development to our TEA TA staff and the network grantees. The Observation Checklist for High-Quality Professional Development Training tool that Sarah trained on is now being used to assist in the planning and evaluation of professional development. TEA and NCSI are planning a year-long coaching training scheduled to launch in September 2020. Additionally, TEA staff participated in the Systems Alignment Learning Collaborative by attending webinars, face to face, and leadership meetings. During the collaboratives, the State received technical assistance and gathered ideas from other state systems that are 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. Additionally, the State received support regarding general supervision, stakeholder engagement, and continuing development of the SPP and SSIP initiatives.

National Center for Intensive Intervention (NCII): TEA continues to partner with NCII to bring Data-Based Initialization (DBI) training to Texas. NCII professionals trained staff from TEA and from participating ESCs on DBI and its components. The TEA and ESC staff then turned this training around to the schools participating in our pilot project. ESC staff have been providing coaching on DBI to the pilot schools. There are plans to expand DBI participation for LEAs across the State in 20-21, including TEA and NCII hosting a Community of Practice and DBI information being included in our Tiered Interventions using Evidence-based Research (TIER) and Inclusion in Texas statewide technical assistance networks.

IRIS Center: TEA has partnered with the IRIS Center to expand the use of resources in Texas. TEA reached out to the IRIS Center to discuss plans to use IRIS Center content in the professional development created by TEA and its grantees. The IRIS center conducted a webinar with TEA and ESC special education directors and network grantees to provide an overview of their resources, and it demonstrated how TEA might incorporate the resources in trainings and guidance. The IRIS Center highlighted their work with Texas in a 2019 report to OSEP, and the center invited TEA staff to present with IRIS at a summer conference. As part of our 2020-2021 grant negotiations with our technical assistance networks, TEA is requiring all grantees to complete a landscape analysis of OSEP funded TA centers, including IRIS, and is requiring grantees to identify resources that they can leverage in Texas.

Early Childhood Technical Assistance Center (ECTA) and **Center for IDEA Early Childhood Data Systems (DaSY):** TEA's 619 Coordinator has attended and participated in DaSY sponsored or collaborated events. These events include conferences, webinars, support calls, and surveys to assist preschool specialists, districts, and families in addressing preschool needs statewide. The identified preschool needs are inclusion, personnel leadership, and local child outcomes measurement and SPP data collection and reporting. The State 619 Coordinator has conducted quarterly ZOOM meetings with ESC Preschool specialists and other Early Childhood Speciation Education (ECSE) personnel. The Zoom meetings are meant to guide the State and inform key stakeholders in ECSE topics, promote inclusive practices, and address areas of concern in their Region or school district. 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.

Center for IDEA Fiscal Reporting (CIFR): 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.

National Technical Assistance Center on Transition (NTACT): To ensure a comprehensive approach to building statewide capacity and outreach, the new Student-Centered Transitions Network (SCTN) changed the model for capacity building within the state network leadership team from historical participation of one or two Texas participants attending the National Technical Assistance Center on Transition's (NTACT) Summer Capacity Building Institute to a 12 person multi-disciplinary team of leadership stakeholders. The group attending the May 2019 NTACT Capacity Building Institute in Charlotte, NC consisted of the Texas Education Lead for Transition Services, the TEA representative for Career and Technical Education (CTE), a TEA representative for Deaf and Hard of Hearing, the transition leads for five Regional Education Service Centers, a representative from the Texas Workforce Commission's (TWC) Vocational Rehabilitation (VR) Division, and the state network lead, the Sam Houston State University's Garrett Center on Transition and Disabilities Studies. As a follow-up to the NTACT Capacity Building Institute, the SCTN Project Plan, and the state agency collaboration plan, the SCTN worked with the TEA CTE on collaborative state plans for Perkins 5. The SCTN also worked with state-level VR on the implementation of the operationalization of the Memorandum of Understanding between the TWC VR, the TEA, and the local education agencies (LEA). The SCTN contracted with NTACT and Dr. Valerie Mazzotti to redesign the data collection process for the State Performance Plan Indicator 14 to increase the participation rate, depth and breadth of data collected, and the validity and reliability of data. The process includes the use of existing quantitative data sets, collaboration with other state agencies, and activity for qualitative data. SCTN will use NTACT findings and recommendations from 2019-2020 to conduct a pilot in fall 2020 and reset the SPP Indicator 14 baseline for Texas in 2021-2022.

IDEA Data Center (IDC): Data Manager Connection TEA continues to engage with IDC in seek technical assistance in implementing improvement activities and enhancing current practices. The State Part B data team participates in the monthly Data Manager Connection meetings. Staff uses this opportunity to engage with IDC staff and other states to gain a more in-depth knowledge of the intricate work, to request feedback, or to ask for assistance with questions and problem-solving. Most importantly, the Data Connections meetings provide staff with useful information related to updates to data submissions, guidance, and discussions on specific SPP indicators, including the correction of noncompliance, slippage, data quality, data notes, and metadata in the SSS-IDEA. Staff utilized the strategies and recommendations presented when preparing the data note submission, the SSS-IDEA survey, and slippage explanations in the SPP/APR. TEA participated in the B8 Peer to Peer Exchange groups. During one of these discussion groups, states shared strategies used to increase the parental response rate for SPP 8. This discussion launched TEA's initiative to revise its sampling plan and add other strategies used to distribute the parent survey such as email and online outreach to improve response rated. TEA engaged in face to face meetings with IDC staff to complete several SPP indicator protocols meetings. TEA has continued documenting procedures and business rules related to federal special education data collection and reporting and organized it to create the data management playbook. Data team members and those unfamiliar with the work have access to this playbook, and maybe use it to build context and used to follow internal data procedures with consistency, in turn, leading to data quality improvement. Additionally, IDC staff provided TA and support to the ESC Liaison workgroup tasked with supporting LEAs identified with significant disproportionate in years 1, 2, 3.

Finally, TEA accesses a variety of resources available on the IDC website to use for internal use and to share with ESCs and LEAs.

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.

Texas public schools employ more than 320,000 teachers, plus more than 80,000 additional professional staff members, such as principals, central office administrators, and other professional support members.

TEA provides a wide array of services that help Texas educators do their jobs. Those functions include accrediting educator certification programs, issuing teaching certificates, distributing curriculum standards and textbooks, and providing standardized student tests. This section provides educators the information they need to function effectively and efficiently as they work with the 5.1 million students statewide.

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. Educators must obtain a minimum number of Continuing Professional Education (CPE) hours provided by an approved CPE provider to renew a certificate under the 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 providers offer quality CPE to support the 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 providers offer activities at a wide variety of physical and virtual locations for easy access to a continuum of quality professional development. CPE providers include, but are not limited to Institutes of Higher Education, ESCs, local education agency provided programs, and statewide projects and initiatives such as Texas Gateway. TEA manages the Texas Gateway, an online resource that delivers 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 offers a wide array of services that help educators do their jobs. TEA's Texas Educator Website and each ESC's regional website give an overview of these services.

Historically, Texas has solicited broad stakeholder input using the TCIP model. TEA gathers this input through a variety of methods, including surveys, public forums, public hearings, and stakeholder meetings. TEA uses a systematic approach for obtaining stakeholder participation 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 various roles represented 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.

The School, Family, and Community Engagement Network led by ESC 10, as well as the Parent Training and Information (PTI) Project, also supports stakeholder involvement.

The various advisory and workgroups that constitute broad stakeholder input represent all 20 regions. TEA routinely reviews group memberships to keep current and contacts multiple internal and external entities seeking recommendations to fill vacancies.

TEA will continue to employ the TCIP model and expand opportunities for stakeholder engagement based on the priorities and the needs of the State.

Specific to target setting, continued review and evaluation against targets, and the development of the SPP, the Texas Continuous Improvement Steering Committee (TCISC) serves as the external workgroup tasked with advisement on topics such as general supervision, monitoring, infrastructure, intervention, and improvement activities relating to the improvement plan. This group, formed in the 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 essential perspectives or roles. Members represent parents, teachers, related service providers, evaluation personnel, special education directors, district and campus administrators, ESCs, higher education institutes, multiple advocacy agencies and professional groups, other related state agencies, and other established stakeholder groups. By combining membership and bringing forward individuals with a historical perspective to the TCIP process, the continuing conversation in Texas has sustained. New members are added to fill voids in vital views. The TCISC has engaged in multiple face-to-face and other meeting modalities to provide thoughtful input to the critical work that has focused on improving results for children and youth with disabilities and their families.

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 serve for staggered four-year terms with the terms of eight or nine members expiring on February 1 of each odd-numbered year. This group 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 is committed to utilizing input and feedback to better inform state practices and policies by engaging diverse stakeholders and building relationships. To support this effort, TEA launched its Stakeholder Engagement Initiative during the 2019-2020 school year. The purpose of this initiative is to establish robust universal processes with strategic and timely communication plans to improve the stakeholder engagement practices and to facilitate opportunities that will optimize agency resources toward achieving meaningful interaction and critical feedback. The initiative's three goals are as follows:

- Enhance website & database interaction to allow for specific communication so that all stakeholders can receive information that is relevant to them
- Agency special education staff will receive targeted training and tools to improve stakeholder engagement skills (templates regarding best practices for stakeholder engagement meetings to address recommended activities for pre, during, and post stakeholder meetings)
- Creation of a master calendar with all stakeholder engagement touchpoints

Reporting to the Public

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). Also, a complete copy of the most recently submitted and accepted SPP and APR is available on the TEA State Performance Plan and Annual Performance Report and Requirements webpage. This system is evolving through ongoing projects resulting in a new platform for LEA public reporting that will include interactive and dynamic dashboards in the next SPP cycle.

The Texas Student Data System (TSDS) is a statewide system that has modernized and improved the quality of data collection, management, and reporting in Texas education. TSDS replaces and expands on the existing Public Education Information Management System (PEIMS), which is one of the largest education databases in the world. LEAs load data to the TSDS PEIMS repository from their local systems. The system moves this data to other reporting systems used to create reports that provide information about a variety of topics, such as assessment results, prekindergarten and kindergarten readiness skills, college admissions and graduation, and spending and implementation of legislation. TEA provides these reports publicly on its Reports and Data.

The RDA reporting system is the public report used to evaluate LEAs in special population program performance areas. This data-driven-monitoring report is a joint function of TEA's Department of Review and Support, Department of Performance Reporting, and the Division of Special Education Program Reporting. The data system generates annual publicly facing reports used to evaluate the annual performance of LEA special population program areas. The RDA manual, a Texas statutory requirement, is used as a comprehensive technical resource designed to explain indicators and reports. The RDA, a redesign of the former PBMAS, is a dynamic system in which indicators are added, revised, or deleted in response to changes and developments that occur outside of the system, including new legislation and the development of new assessments.

Additionally, all 20 ESCs maintain websites to provide regional as well as statewide information and data. TEA Education Service Centers Map provides links to each ESC 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	2007	2008	2009	2010	2011*	2012	2013	2014	2015
Target ≥	94.60%	70.00%	75.00%	75.00%	75.00%	78.00%	80.00%	83.00%	88.00%
Data	70.34%	69.80%	71.80%	74.40%	76.70%	76.90%	77.80%	77.50%	78.20%

FFY	2016	2017
Target ≥	88.00%	88.50%
Data	77.87%	77.41%

*Baseline: FFY 2011

FFY 2018 - FFY 2019 Targets

FFY	2018	2019
Target ≥	88.50%	90.00%

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 graduating from high school with a regular diploma. The introduction of the SPP/APR provides 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.

Stakeholder engagement is fundamental to Texas' process for developing statewide policies and standards. The State Board of Education (SBOE) sets policies and standards for Texas public schools. Elected by single-member districts, the 15-member board serves a four-year term of office. Each member represents about 1.8 million Texans. The SBOE sets curriculum standards and graduation requirements with input from educators, subject matter experts, and citizens. TEA's State Graduation Requirements website provides information concerning graduation requirements. Also, 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 the 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 of 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.

This fall, based on data analysis, 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, and the TEA set the FFY 2019 target at 90%.

FFY 2018 SPP/APR Data

Source	Date	Description	Data
SY 2017-18 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	10/2/2019	Number of youth with IEPs graduating with a regular diploma	22,033
SY 2017-18 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	10/2/2019	Number of youth with IEPs eligible to graduate	29,582
SY 2017-18 Regulatory Adjusted Cohort Graduation Rate (EDFacts file spec C150; Data group 695)	10/2/2019	2014-15 Regulatory four-year adjusted-cohort graduation rate table	77.86%

FFY 2018 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 2017 Data	FFY 2018 Target	FFY 2018 Data
23,033	29,582	77.41%	88.50%	77.86%

Graduation Conditions

In general, students must pass five State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) assessments to earn a high school diploma from a Texas public or charter school as required in TEC §39.025. The EOC assessments include Algebra I, English I, English II, Biology, and U.S. History. 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 the school district. They routinely include educators with knowledge of the needs of all students, including students with disabilities.

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.

The “regular high school diploma” does not include a General Equivalency Diploma (GED) credential, certificate of attendance, or any alternative award. The term "regular high school diploma" also consists of a "higher diploma" that LEAs awarded to students who complete requirements above and beyond the requirements 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, 2017-18 report on TEA's Completion, Graduation, and Dropouts website. The State’s report Processing of District Four-Year Longitudinal Graduation and Dropout Rates, Class of 2018, is located on the TEA’s website. TEA’s website also provides additional information about State Graduation Requirements.

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	2007	2008	2009	2010	2011	2012	2013*	2014	2015
Target ≤	2.80%	12.00%	12.50%	12.00%	10.00%	9.00%	2.30%	2.20%	2.10%
Data	13.94%	14.50%	14.10%	12.10%	11.30%	11.23%	2.25%	2.11%	2.01%

FFY	2016	2017
Target ≤	2.00%	1.90%
Data	1.96%	1.82%

*Baseline: FFY 2013

FFY 2018 - FFY 2019 Targets

FFY	2018	2019
Target ≤	1.80%	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. The introduction of the SPP/APR reports additional details about stakeholder input on the targets.

The TEA has calculated the Grade 7-12 annual dropout rate since 1987-1988, allowing the 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 the State's dropout rates calculation is in according to the U.S. Department of Education National Center for Education Statistics (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 enrolled in a public school in Grades 7-12. The student 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. The conditions for what counts as dropping out for all youth and the detailed description of the State's methodology for calculating the dropout rate is in the report Secondary School Completion and Dropouts in Texas Public

Schools, on pages 10-1. TEA's Completion, Graduation, and Dropouts website contain information on the 2017-2018 school year. The State continues to access resources provided by the National Dropout Prevention Center for Students with Disabilities, the What Works Clearinghouse, Meadows Center for Preventing Educational Risk. The State also utilizes other State and national organizations that focus on dropout prevention and school improvement to leverage resources to improve programs, districts, schools, and student outcomes.

Based on advisement from stakeholder input, the TEA continues to utilize the NCES computation methodology in the Part B Indicator Measurement Table for Indicator 2 in alignment with state accountability targets and measurements.

This fall, based on this data review and stakeholder input, TEA set the FFY 2019 target for this indicator at 1.8%.

FFY 2018 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 2017 Data	FFY 2018 Target	FFY 2018 Data
4,423	229,241	1.82%	1.80%	1.93%

Information about this Indicator

TEA has calculated a Grade 7-12 annual dropout rate from 1987-1988 to the present. The newly adopted methodology in setting targets for this indicator includes 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 TEA to calculated dropout rates 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.

The State calculates the annual dropout rate 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 Secondary School Completion and Dropouts in Texas Public Schools reports the conditions for what counts as dropping out for all youth. TEA's Completion, Graduation, and Dropouts website describes in detail the State's methodology for calculating the dropout rate.

For FFY 2018, the annual dropout rate for students participating in special education programs was highest in the 10th grade (3.1%). The retention rate for 9th graders in SY 2015-2016 was at 14.5 percent and 13.5 % during SY 2016-2017, representing the highest retention rate than other grade levels, possibly influencing the higher 10th-grade dropout rates.

Students taking longer to graduate experienced slightly higher graduation rates. The five-year graduation rate for students participating in special education programs was 4.9 percentage points higher than the four-year rate, increasing from 77.4 percent to 82.3 percent. The six-year graduation rate for students participating in special education programs was 6.7 percentage points higher than the four-year rate, rising from 77.9 percent to 84.6 percent.

To support struggling school districts, the State's ESSA plan details improvement strategies related to graduation and dropout. TEA uses "Closing the Gap" domain performance to identify comprehensive, targeted, and other targeted support schools. In 2019, TEA rank-ordered the scaled domain score for all campuses in the State, and the lowest 5.0 percent of campuses that received Title I, Part A, funds were identified for comprehensive support and improvement. If any campus, Title I or non-Title I, did not attain a 67.0 percent four-year graduation rate for all students group, the state identified the campus for comprehensive support and improvement. Beginning in August 2021, any Title I campus identified for targeted support and improvement for three consecutive years will also be identified for comprehensive support and improvement the following school year.

TEA also identifies campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group, TEA identifies for targeted support and improvement. The State determines a campus need for additional targeted support if the State did not identify the campus for comprehensive support and progress, but an individual student group's overall percentage of evaluated indicators met at or below the rate used to identify that campus type for comprehensive support and improvement.

ESSA requires state agencies and local education agencies to prepare and publish annual Federal Report Cards for all public school districts, campuses, and the State. As part of its annual report card, each State must calculate and report federal four-year graduation rates disaggregated by various student subgroups. The report cards are required to provide subgroup information cross-tabulated by, at a minimum, each major racial/ethnic group, gender, English proficiency status, and children with or without disabilities. They may include other subgroups, such as subgroups based on homeless status and foster care status. Table 53 on page 124 of the Secondary School Completion and Dropouts in Texas Public Schools, 2017-18 presents the statewide federal four-year graduation rates for the cross-tabulation groups associated with the 2018-2019 Federal Report Card for Texas public schools.

The State reviewed information related to various issues that impacted the entire state. The State determined that the information obtained points to a few compounding issues relating to an increase in student dropout during the timeframe in which data for this indicator was collected and reported. Mainly, Hurricane Harvey hit the Houston and surrounding areas on August 25, 2017, impacting 1.4 million students. More than 10,111 students left their home schools and enrolled in a different school district in Texas, and at least 34,672 students became homeless. Currently, many students and schools have yet to recover from this national disaster. For FFY 2018, the annual dropout rate for students participating in special education programs was highest in Grade 10 (3.1%). The retention rate for 9th graders in SY 2015-2016 was at 14.5 percent and 13.5 % during SY 2016-2017, representing the highest retention rate in grades K-12. The State reports that sixty-five percent of students with disabilities (ages 3-21) in Texas are economically disadvantaged. During 2017-2018, students identified economically disadvantaged dropped out at a rate of 1.85% times higher the percentage of students not economically disadvantaged and correlates highly with areas most impacted by Hurricane Harvey. Data suggests that primarily, Hurricane Harvey, an increase in 9th-grade retentions reported in prior years, and the increased number of students with disabilities identified as economically disadvantaged impacted the State's dropout rates.

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	FFY	2005*	2006	2007	2008	2009	2010	2011
Reading	A ≥ Overall	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	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	2017
Reading	A ≥ Overall	Target	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
		Data	99.00%	97.63%	97.73%	97.77%	97.81%	97.60%
Math	A ≥ Overall	Target	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
		Data	99.00%	98.94%	98.53%	98.68%	98.63%	98.67%

*Baseline: FFY 2005

FFY 2018 - FFY 2019 Targets

	FFY	2018	2019
Reading	A ≥ Overall	95.00%	95.00%
Math	A ≥ Overall	95.00%	95.00%

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 participation and performance on statewide assessments. The introduction of the SPP/APR reports 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.

Stakeholder engagement has always been a part of Texas' process for developing statewide policies and standards. The publicly elected State Board of Education (SBOE) has legislative authority to adopt the Texas Essential Knowledge and Skills (TEKS), which are the state standards for what students should know and be able to do. The SBOE develops the TEKS with input from educators, subject matter experts, and citizens. The State aligned the assessment questions to the TEKS taught and assessed by LEAs for each grade/subject or course.

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 the school district. They routinely include educators with knowledge of the needs of all students, including students with disabilities.

This fall, in alignment with the ESSA target and with stakeholder advisement, the TEA set the FFY 2019 target at 95%.

Data Source: SY 2018-19 Assessment Data Groups - Reading (EDFacts file spec C188; Data Group: 589)
Date: 12/11/2019

Reading assessment participation data by grade							
Grade	**3**	**4**	**5**	**6**	**7**	**8**	**HS**
a. Children with IEPs	44,304	46,694	46,815	44,750	41,881	40,203	74,329
b. IEPs in regular assessment with no accommodations	7,799	6,263	5,308	4,494	3,812	3,747	6,772
c. IEPs in regular assessment with accommodations	30,151	33,630	35,018	33,626	31,880	30,782	57,262
d. IEPs in alternate assessment against grade-level standards	NA	NA	NA	NA	NA	NA	NA
e. IEPs in alternate assessment against modified standards	NA	NA	NA	NA	NA	NA	NA
f. IEPs in alternate assessment against alternate standards	5,881	6,312	6,133	6,038	5,616	5,251	5,148

Data Source: SY 2018-19 Assessment Data Groups - Math (EDFacts file spec C188; Data Group: 589)
Date: 12/11/2019

Math assessment participation data by grade							
Grade	**3**	**4**	**5**	**6**	**7**	**8**	**HS**
g. Children with IEPs	44,240	46,607	46,749	44,592	41,258	40,945	54,488
h. IEPs in regular assessment with no accommodations	7,609	6,012	4,850	4,017	3,103	4,020	4,892
i. IEPs in regular assessment with accommodations	30,372	33,886	35,451	34,028	32,038	31,292	43,213
j. IEPs in alternate assessment against grade-level standards	NA	NA	NA	NA	NA	NA	NA
k. IEPs in alternate assessment against modified standards	NA	NA	NA	NA	NA	NA	NA
a. IEPs in alternate assessment against alternate standards	5,880	6,311	6,131	6,036	5,616	5,253	5,122

FFY 2018 SPP/APR Data: Reading Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data
A Overall	338,976	330,922	97.60%	95.00%	97.62%

FFY 2018 SPP/APR Data: Math Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data
A Overall	318,879	315,132	98.67%	95.00%	98.82%

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 have required the Texas Education Agency to expand the state assessment program, making it more inclusive of and accessible to all student groups. Whether schools serve students through general education, special education, or bilingual/English as a Second Language program, 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 a crucial role in helping all students reach their academic potential, regardless of his/her instructional setting. The Student Assessment Division manages and oversees the development, administration, scoring, and analysis of the State's assessment program

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 State aligned STAAR questions to the TEKS currently implemented and assessed for the grade/subject or course. 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 taught and 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. The State administers the STAAR for:

- Reading and mathematics, grades 3–8
- Writing in grades 4 and 7
- Science in grades 5 and 8
- Social studies at grade 8
- EOC assessments for English I, English II, Algebra I, Biology, and U.S History

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

Eligible students may meet testing requirements with Spanish-version STAAR assessments. STAAR Spanish Resources webpage lists the criteria for participation in the STAAR Spanish assessments. Spanish-version STAAR assessments are available for the following:

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

The State replaced the Texas Assessment of Knowledge and Skills–Alternate (TAKS–Alt) with the redesigned State of Texas Assessments of Academic Readiness Alternate (STAAR™ Alternate 2) beginning in the 2011–2012 school year. The State implemented it in the 2014-2015 school year. TEA developed the STAAR Alternate 2 assessment to meet the federal requirements mandated under the Elementary and Secondary Education Act (ESEA). The State designed STAAR Alternate 2 for assessing students in grades 3–8 and high school who have significant cognitive disabilities and are receiving special education services. TEA's STAAR alternate 2 Resources webpage provides information concerning STAAR Alternate 2.

The TEA requested a waiver from the United States Department of Education (USDE) regarding the 1.0 percent threshold on the percentage of students statewide who participate in alternate assessments aligned with alternate academic achievement standards during the 2018–2019 school year. The waiver request for the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2 is available at TEA's STAAR Alternate 2 Resources webpage.

Due to the elimination of the STAAR Modified after the 2013-20104 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. The State administered STAAR Modified for the last time in December 2016. The elimination of this testing option required IEP changes and IEP team decisions to include students in either STAAR or STAAR Alternate 2.

TEA's assessment for students with disabilities website provides further information concerning the State's monitoring priority FAPE in the LRE and specific to the percent of youth with IEPs participation and performance on statewide assessments.

The Student assessment Results and STAAR Statewide Summary Reports website gives more information about the Texas Assessment Program and specific reports related to the STAAR.

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	FFY	2007	2008	2009	2010	2011	2012
Reading	A Overall	Target ≥	60.00%	67.00%	73.00%	80.00%	87.00%	75.00%
		Data	62.00%	73.00%	77.00%	76.00%	63.00%	59.00%
Math	A Overall	Target ≥	50.00%	58.00%	67.00%	75.00%	83.00%	75.00%
		Data	50.00%	64.00%	70.00%	71.00%	59.00%	56.00%

	Group Name	FFY	2013	2014	2015	2016	2017*
Reading	A Overall	Target ≥	79.00%	83.00%	87.00%	91.00%	95.00%
		Data	59.21%	36.68%	34.73%	34.42%	23.04%
Math	A Overall	Target ≥	79.00%	83.00%	87.00%	91.00%	95.00%
		Data	60.74%	38.03%	41.99%	47.71%	25.60%

*Baseline: FFY 2017
Data was re-baselined in FFY 2017 to align the achievement measurement of proficiency to the state's ESSA plan.

FFY 2018 - FFY 2019 Targets

	FFY	2018	2019
Reading	A ≥ Overall	98.00%	26.00%
Math	A ≥ Overall	98.00%	28.00%

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 participation and performance on statewide assessments. The introduction of the SPP/APR describes 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.

Stakeholder engagement has always been a part of Texas' process for developing statewide policies and standards. The publicly elected SBOE has legislative authority to adopt the TEKS, which are the state standards for what students should know and be able to do. The SBOE develops the TEKS with input from educators, subject matter experts, and citizens. The State aligned the assessment questions to the TEKS that LEAs use for instruction and evaluation for grade/subjects or courses.

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 the school district. They routinely include educators with knowledge of the needs of all students, including students with disabilities.

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 States ESSA plan revised the achievement measurement of proficiency to only having students with a proficiency level of "meets grade level or above," thus impacting the numerator of the calculation for 3B. Therefore, the State rebase-lined in 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 the use of STAAR Alternate are the same targets used for the 2017 state accountability system, in which the State 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 States ESSA plan revised the achievement measurement of proficiency to only have students with a proficiency level of "meets grade level or above," thus impacting the numerator of the calculation for 3B. The State attributes 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 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.

This fall, in alignment with the ESSA target and with stakeholder advisement, the TEA set the FFY 2019 target at 95%.

Data Source: SY 2018-19 Assessment Data Groups - Reading (EDFacts file spec C178; Data Group: 584)
Date: 12/11/2019

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	43,831	46,205	46,459	44,158	41,307	39,780	69,182
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	3,803	2,946	2,819	1,351	1,452	1,313	1,853
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	2,606	2,515	4,118	1,389	2,270	2,694	3,806
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level	NA	NA	NA	NA	NA	NA	NA
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level	NA	NA	NA	NA	NA	NA	NA
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	5,168	5,735	5,525	5,498	5,155	4,896	4,822

Data Source: SY 2018-19 Assessment Data Groups - Math (EDFacts file spec C175; Data Group: 583)
Date: 12/11/2019

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	43,861	46,209	46,432	44,081	40,757	40,565	53,227
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	4,110	3,172	2,923	1,742	1,061	1,784	1,321
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	3,501	3,595	5,930	2,862	2,446	4,923	6,295
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level	NA	NA	NA	NA	NA	NA	NA
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level	NA	NA	NA	NA	NA	NA	NA
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	5,371	5,929	5,701	5,658	5,404	4,895	4,739

FFY 2018 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 2017 Data	FFY 2018 Target	FFY 2018 Data
A Overall	330,922	71,730	23.04%	98.00%	21.68%

FFY 2018 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 2017 Data	FFY 2018 Target	FFY 2018 Data
A Overall	315,132	83,362	25.60%	98.00%	26.45%

Additional Indicator and Stakeholder Information

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 have required the Texas Education Agency to expand the state assessment program, making it more inclusive of and accessible to all student groups. Whether LEAs serve students through general education, special education, or bilingual/English as a Second Language program, 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 a crucial role in helping all students reach their academic potential, regardless of his/her instructional setting. The Student Assessment Division manages and oversees the development, administration, scoring, and analysis of the State assessment program.

In 2012, The State replaced the previous state assessment with the STAAR™. The State aligned the STAAR questions to the TEKS currently implemented and assessed in LEAs for grades/subjects or courses. There are large print, braille, paper, and online versions of STAAR with and without designated supports. The STAAR program includes annual assessments for reading and mathematics, grades 3–8; writing at grades 4 and 7; science at grades 5 and 8; social studies at grade 8; EOC assessments for English I, English II, Algebra I, biology and U.S history. Beginning in spring 2016, STAAR English III and Algebra II will be available for districts to administer as optional assessments.

Eligible students may meet testing requirements with Spanish-version STAAR assessments. The STAAR Spanish Resources webpage details the criteria for STAAR Spanish participation. The Spanish-version STAAR assessments are available for:

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

- Grade 5 science

The State replaced the Texas Assessment of Knowledge and Skills–Alternate (TAKS–Alt) with the redesigned State of Texas Assessments of Academic Readiness Alternate (STAAR™ Alternate 2) beginning in the 2011–2012 school year. The State implemented in the 2014-2015 school year. TEA developed the STAAR Alternate 2 assessment to meet the federal requirements mandated under the Elementary and Secondary Education Act (ESEA). The State designed STAAR Alternate 2 for assessing students in grades 3–8 and high school who have significant cognitive disabilities and are receiving special education services. TEA's STAAR alternate 2 Resources webpage provides information concerning STAAR Alternate 2.

The TEA requested a waiver from the United States Department of Education (USDE) regarding the 1.0 percent threshold on the percentage of students statewide who participate in alternate assessments aligned with alternate academic achievement standards during the 2018–2019 school year. The waiver request for the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2 is available at TEA's STAAR Alternate 2 Resources webpage.

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. The State administered STAAR Modified for the last time in December 2016. The elimination of this testing option required IEP changes and IEP team decisions to include students in either STAAR or STAAR Alternate 2.

TEA's State Performance Plan and Annual Performance Report Requirements website provides information concerning the State's monitoring priority FAPE in the LRE and specific to the percent of youth with IEPs participation and performance on statewide assessments.

For more information about the Texas Assessment Program and specific reports related to the STAAR, visit the TEA website at Student Assessment Results and STAAR Statewide Summary Reports.

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	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016*
Target ≤	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Data	1.06%	1.06%	0.50%	1.00%	0.50%	0.24%	0.16%	0.24%	0.17%	2.29

FFY	2017
Target ≤	0%
Data	1.89%

*Baseline: FFY 2016

FFY 2018 - FFY 2019 Targets

FFY	2018	2019
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 give specific feedback to rates of suspension and expulsion as measured in this indicator. The introduction of the SPP/APR details information related to the TCISC and the CAC and the mechanisms the state has in place for soliciting broad stakeholder input on the targets.

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

FFY 2018 SPP/APR Data

Number of districts that have a significant discrepancy	Number of districts that met the State's minimum n-size	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data
0	86	1.89%	0%	0%

State's definition of "significant discrepancy" and methodology

The State's definition of a 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 disciplinary action that resulted in a cumulative removal of greater than ten days. There were 1,117 districts excluded from the analysis based on the state-established minimum "n" size requirements.

For a detailed description of the updated methodology used for Indicator 4A, visit the TEA website.

Review of Policies, Procedures, and Practices (completed in FFY 2018 using 2017-2018 data)
Description of review

TEA required identified districts to review policies and procedures and practices related to the development and implementation of individualized education programs (IEPs). TEA required these districts also 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 2017

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	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016*
Target	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Data			0%	0%	0%	0%	0%	0%	0%	0%

FFY	2017
Target	0%
Data	0%

*Baseline: FFY 2016

FFY 2018 - FFY 2019 Targets

FFY	2018	2019
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 give specific feedback to rates of suspension and expulsion as measured in this indicator. The introduction of the SPP/APR provides 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.

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

FFY 2018 SPP/APR Data

Number of districts that have a significant discrepancy, by race or ethnicity	Number of those districts that have policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements	Number of districts that met the State's minimum n-size	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data
0	0	107	0%	0%	0%

State's definition of "significant discrepancy" and methodology

The State's definition of a 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, which also received a disciplinary action that resulted in a cumulative removal of greater than ten days. There were 1,096 districts excluded from the analysis based on the state-established minimum "n" size requirement.

For a detailed description of the methodology used for Indicator 4B, visit the TEA website.

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, TEA required districts 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. Under the direction of TEA, one of the State's Educational Services Centers monitored these processes and results. TEA staff subsequently reviewed the process and 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 2017

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
A	Target ≥		55.60%	55.66%	66.00%	68.00%	68.00%	68.00%	68.00%
	Data	56.00%	58.90%	64.20%	67.00%	67.00%	67.01%	67.00%	66.00%
B	Target ≤		11.90%	11.95%	11.00%	10.00%	10.00%	10.00%	10.00%
	Data	12.60%	12.34%	11.90%	12.00%	12.55%	12.78%	13.00%	14.00%
C	Target ≤		1.27%	1.27%	1.00%	1.00%	1.00%	1.00%	1.00%
	Data	1.30%	1.22%	1.20%	1.00%	1.23%	1.20%	1.00%	1.00%

	FFY	2013	2014	2015	2016	2017
A	Target ≥	66.00%	66.50%	67.0%	67.50%	68.00%
	Data	66.17%	67.53%	68.13%	68.42%	68.75%
B	Target ≤	14.50%	14.00%	13.50%	13.00%	12.50%
	Data	13.93%	14.26%	14.60%	14.79%	14.94%
C	Target ≤	1.30%	1.30%	1.30%	1.30%	1.30%
	Data	1.19%	1.22%	1.12%	1.15%	1.11%

*Baseline: FFY 2005

FFY 2018 - FFY 2019 Targets

FFY	2018	2019
Target A ≥	68.00%	70.00%
Target B ≤	12.00%	12.00%
Target C ≤	1.29%	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 give specific feedback 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. The Introduction of the SPP/APR 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.

Stakeholders recommended gradual 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 rate 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% in the nation 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.

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. 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.

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

This fall, based on data analysis and stakeholder input the TEA set the FFY 2019 target at 70% rate for Educational Environment, Ages 6-21 – inside the regular class 80% or more of the day, 12% rate for Educational Environment, Ages 6-21 – inside the regular class less than 40% of the day, and at 1.29% – Educational Environment, Ages 6-21 in separate schools, residential facilities, or homebound/hospital placements.

Data: SY 2018-2019

Source	Date	Description	Data
SY 2018-19 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/11/2019	Total number of children with IEPs aged 6 through 21	478,506
SY 2018-19 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/11/2019	A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	332,335
SY 2018-19 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/11/2019	B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	71,192
SY 2018-19 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/11/2019	c1. Number of children with IEPs aged 6 through 21 in separate schools	1,989
SY 2018-19 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/11/2019	c2. Number of children with IEPs aged 6 through 21 in residential facilities	87
SY 2018-19 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/11/2019	c3. Number of children with IEPs aged 6 through 21 in homebound/hospital placements	2,292

FFY 2018 SPP/APR Data

	Number of children with IEPs aged 6 through 21 served	Total number of children with IEPs aged 6 through 21	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data
A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	332,335	478,506	68.75%	68.00%	69.45%
B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	71,192	478,506	14.94%	12.00%	14.88%
C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	4,368	478,506	1.11%	1.29%	.91%

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

	FFY	2007	2008	2009	2010	2011*	2012	2013	2014
A	Target ≥						30.00%	31.00%	31.50%
	Data					22.00%	31.00%	31.48%	30.63%
B	Target ≤						17.00%	17.50%	17.00%
	Data					20.00%	17.00%	16.59%	15.96%

	FFY	2015	2016	2017
A	Target ≥	32.00%	32.50%	33.00%
	Data	32.05%	32.87%	31.79%
B	Target ≤	16.50%	16.00%	15.50%
	Data	16.59%	16.99%	16.88%

*Baseline: FFY 2011

FFY 2018 - FFY 2019 Targets

FFY	2018	2019
Target A ≥	33.00%	33.00%
Target B ≤	15.00%	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 give specific feedback 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.

The introduction of the SPP/APR provides more information related to the TCISC and the CAC, and the mechanisms the state has in place for soliciting broad stakeholder input on the targets.

TEA analyzes information reported from all public input sources to identify trends for guiding improvement planning within the State. This fall, based on data analysis and stakeholder input the TEA set the FFY 2019 target for Educational Environment, Ages 3 through 5 – regular early childhood program at 33% and the target for Educational Environment, Ages 3 through 5 – separate special education class, separate school or residential facility at 15%.

Data: SY 2018-2019

Source	Date	Description	Data
SY 2018-19 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/11/2019	Total number of children with IEPs aged 3 through 5	53,764
SY 2018-19 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/11/2019	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	17,220
SY 2018-19 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/11/2019	b1. Number of children attending separate special education class	9,395
SY 2018-19 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/11/2019	b2. Number of children attending separate school	60
SY 2018-19 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/11/2019	b3. Number of children attending a residential facility	2

FFY 2018 SPP/APR Data

	Number of children with IEPs aged 3 through 5 attending	Total number of children with IEPs aged 3 through 5	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data
A. A regular early childhood program and receiving the majority of special education and related	17,220	53,764	31.79%	33.00%	32.03%
B. Separate special education class, separate school or residential facility	9,457	53,764	16.88%	15.00%	17.59%

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 population). The population percentages of all other disability categories remained unchanged or decreased.

IEP teams typically prescribe special education services that include early and intensive interventions and services for children aged 3 through 5 with a significant or profound disability. 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 disabilities mentioned above.

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
A1	Target ≥			69.00%	70.00%	79.00%	79.00%	81.00%	82.00%
	Data		73.40%	78.00%	79.00%	81.20%	81.70%	82.64%	84.49%
A2	Target ≥			58.00%	59.00%	61.00%	61.00%	61.00%	61.00%
	Data		62.20%	63.00%	61.00%	62.10%	61.80%	60.82%	60.47%
B1	Target ≥			68.00%	69.00%	80.00%	80.00%	81.00%	82.00%
	Data		67.00%	79.00%	80.00%	80.80%	81.20%	81.83%	83.33%
B2	Target ≥			54.00%	55.00%	57.00%	57.00%	57.00%	57.00%
	Data		52.00%	59.00%	57.00%	58.70%	57.90%	57.03%	56.63%
C1	Target ≥			63.00%	64.00%	81.00%	81.00%	81.00%	82.00%
	Data		72.50%	80.00%	81.00%	82.70%	82.70%	83.98%	85.34%
C2	Target ≥			66.00%	67.00%	72.00%	72.00%	72.00%	72.00%
	Data		73.60%	75.00%	72.00%	73.10%	73.20%	72.84%	71.95%

*Baseline: FFY 2008

Historical Data-Continued

	FFY	2015	2016	2017
A1	Target ≥	83.00%	84.00%	84.00%
	Data	83.73%	84.26%	84.81%
A2	Target ≥	62.00%	62.00%	63.00%
	Data	59.86%	60.74%	61.04%
B1	Target ≥	83.00%	84.00%	84.00%
	Data	82.34%	83.56%	84.41%
B2	Target ≥	57.00%	58.00%	58.00%
	Data	55.91%	57.61%	58.51%
C1	Target ≥	83.00%	84.00%	84.00%
	Data	83.37%	84.73%	84.86%
C2	Target ≥	73.00%	73.00%	74.00%
	Data	71.00%	72.32%	71.65%

FFY 2018 - FFY 2019 Targets

FFY	2018	2019
Target A1 ≥	85.00%	86.00%
Target A2 ≥	63.00%	63.00%
Target B1 ≥	85.00%	86.00%
Target B2 ≥	58.00%	58.00%
Target C1 ≥	85.00%	86.00%
Target C2 ≥	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. The stakeholder groups provide input on targets set for SPP 7 related to the following:

- The percentage of preschool children who improved their positive social-emotional skills (including social relationships)
- The percentage of preschool children who improved their acquisition and their use of knowledge and skills (including early language/communication and early literacy)
- The percentage of preschool children who improved their 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. The introduction of the SPP/APR provides 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.

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. In the fall of 2019, based on stakeholder input, the TEA set the following 2019 targets:

- 86% for Early Childhood Outcomes – positive social/emotional skills (Summary 1)
- 63% for Early Childhood Outcomes – positive social/emotional skills (Summary 2)
- 86% for Early Childhood Outcomes – acquisition and use of knowledge and skills (Summary 1)
- 58% for Early Childhood Outcomes – acquisition and use of knowledge and skills (Summary 2)
- 86% for Early Childhood Outcomes – use of appropriate behaviors to meet needs (Summary 1)
- 74% for Early Childhood Outcomes - use of appropriate behaviors to meet needs (Summary 2)

FFY 2018 SPP/APR Data

Number of preschool children aged 3 through 5 with IEP's assessed	22,410

Outcome A: Positive social-emotional skills (including social relationships)	**Number of**
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	2,614
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	6,293
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	8,537
e. Preschool children who maintained functioning at a level comparable to same-aged peers	4,830

Outcome A	**Numerator**	**Denominator**	**FFY 2017 Data**	**FFY 2018 Target**	**FFY 2018 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 six years of age or exited the program. (c+d)/(a+b+c+d)	14,830	17,850	84.81%	85.00%	84.36%
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned six years of age or exited the program. (d+e)/(a+b+c+d+e)	13,367	22,410	61.04%	63.00%	59.62%

Outcome B: Acquisition and use of knowledge and skills (including early language/communication)	Number of Children
a. Preschool children who did not improve functioning	142
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2,793
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	6,709
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	8,993
e. Preschool children who maintained functioning at a level comparable to same-aged peers	3,766

Outcome B	Numerator	Denominator	FFY 2017 Data	FFY 2018 Target	FFY 2018 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 six years of age or exited the program. (c+d)/(a+b+c+d)	15,702	18,637	84.41%	85.00%	84.25%
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned six years of age or exited the program. (d+e)/(a+b+c+d+e)	12,759	22,403	58.51%	58.00%	56.95%

Outcome C: Use of appropriate behaviors to meet their needs	Number of Children
a. Preschool children who did not improve functioning	154
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2,115
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	4,163
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	8,404
e. Preschool children who maintained functioning at a level comparable to same-aged peers	7,568

Outcome C	Numerator	Denominator	FFY 2017 Data	FFY 2018 Target	FFY 2018 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 six years of age or exited the program. (c+d)/(a+b+c+d)	12,567	14,836	84.86%	85.00%	84.71%
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned six years of age or exited the program. (d+e)/(a+b+c+d+e)	15,972	22,404	71.65%	74.00%	71.29%

During FFY 2018, State data show the number of 3-5-year-old children with disabilities eligible for free meals increased by 9.4%, while the number of children with disabilities NOT identified as economically disadvantaged fell by 7.6%. Additionally, the number of children with IEPs identified with autism increased by 1%, and children under the eligibility category of intellectual disability (ID) increased by 0.1%. Additionally, as previously mentioned in other related student outcomes indicators, the compounding impact of Hurricane Harvey on access to school and vital services in 2017 is still being felt by some of the hardest hit and populated areas along the Texas coast. The State will continue to investigate the data trends further.

Procedures used to gather data for reporting

Based upon the specifics designated within SPP 7 and the requirements to report data for all local education agencies (LEAs), the State uses the Early Childhood Outcome Center's (ECO) Childhood Outcomes Summary (COS) Form to document children's functioning in three outcome areas. The COS form is a template that allows LEA staff to record multiple sources of assessment information regarding a student's level of functioning in each of the prescribed outcome areas. The form also serves as a template for converting individualized assessment data into a consistent system for statewide reporting.

With the COS process, a team of people and parents that are familiar with a child can consider multiple sources of information about his/her functioning, including parent/provider observation and results from any valid, appropriate, and direct assessment. Additionally, the COS process allows early intervention and early childhood special education programs to combine information about children across different assessment tools to produce data that teachers and service providers can summarize across programs in the state.

For additional information concerning the COS process, visit TEA's SPP Indicator 7 webpage Additional information

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

FFY	2015	2016	2017*
Target ≥	79.00%	80.00%	80.00%
Data	77.99%	77.99%	76.40%

*Baseline: FFY 2017

FFY 2018 - FFY 2019 Targets

FFY	2018	2019
Target ≥	80.00%	81.00%

Targets: Description of Stakeholder Input

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

In FFY 2018, Region 9 Education Service Center coordinated the statewide Texas Parent Involvement Survey as part of the State Performance Plan Indicator 8: Parent Participation. Gibson Consulting Group, through a contract, conducts the survey each spring to obtain a measure of the extent to which parents perceive that schools support their involvement in the educational life of their child. TEA presents the data collected from these results in the SPP/APR, to stakeholders throughout the state via the State Performance Plan and Annual Performance Report and Requirements website, and to specific committees tasked with target setting advisement.

For the 2018-2019 school year, TEA is working in partnership with the Regional Education Service 11 to expand the Special Education Information Center (SPEDTex). The center works collaboratively with parents and other stakeholders to provide resources that support the development and delivery of services to children with disabilities in the State. Additionally, the SPEDTex center allocated a portion of its website to parent resources, parent outreach, and information on the parent survey.

TEA analyzes information reported from all public input sources to identify trends for guiding improvement planning within the State. This fall, the TEA set the FFY 2019 target as 81% based on stakeholder input.

FFY 2018 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 2017 Data	FFY 2018 Target	FFY 2018 Data
3,806	4,962	76.40%	81.00%	76.70%

Sampling Methodology

Selecting districts: The sampling method included a total of 194 districts in Cycle 6 and the 18 largest districts across the state in the survey population for a total of 212 districts. The sampling frame included all open Cycle 6 districts and those districts with fewer than ten students receiving special education services.

Selecting campuses: The sampling method involved stratifying campuses by grade span(elementary, middle, high, other) The target survey group consisted of all campuses if there were fewer than six campuses in a grade span. For districts with more than six campuses in a grade span, the process randomly selected 10% of campuses above the minimum of six campuses 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 target survey 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 included in the sample. The State has used the random sampling method from the beginning. As a result, the distribution of student characteristics at the district level (and at higher levels of aggregation) in the target survey group matched closely with the overall population of special education students in Cycle 6 districts. The close match is without the State adjusting, truncating, or over-sampling any student sub-populations by the district to match the state population distribution.

The research team selected 27,193 students from 1,171 campuses for the Parent Involvement Survey. 9,235 (34%) students were from 18 of the state's largest districts (and from 353 campuses), while 17,958 of the sampled students (66%) came from 194 of the state's smaller districts (and from 818 campuses). The final targeted group of students consisted of 29.8% of the students receiving special education services in the state's smaller districts and 6.5% of the students receiving special education services in the state's 18 largest districts. The final sample included 100% of campuses in Cycle 6 districts serving 0 to 200 special education students, 85% of campuses in districts serving between 201 and 2,000 special education students, and 45% of campuses in districts serving between 2,001 and 5,000 special education

students. The sample included students in 60.2% of high schools, 52.5% of middle schools, and 26.7% of elementary schools in Cycle 6 districts, along with 67.2% of “other” types of schools (e.g., those serving grades K-8 or K-12). Logistically, the State requested 740 campuses (in districts with fewer than 20,000 students) to distribute surveys to 7 students, on average. The State asked a much smaller group of campuses (78 in mid-sized districts with 20,000 to 50,000 students) to distribute surveys to 16 students, on average. In comparison, 353 campuses in the state’s largest districts gave surveys to 21 students, on average. In April 2019, we packaged and shipped survey materials for districts. 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 campus for distribution or to distribute them centrally. The 189 districts in Cycle 6 enrolled fewer than 20,000 students. Gibson, the State's partner, and 3rd party vendor asked district staff to distribute surveys to an average of 4 campuses (this ranged from 1 to 16 campuses). In the five mid-sized districts (those enrolling 20,000 to 50,000 students), Gibson asked district staff to distribute surveys to an average of 16 campuses (this ranged from 14 to 18 campuses). Within the 18 largest districts (enrolling more than 50,000 students), Gibson asked district staff to distribute surveys to an average of 20 campuses, ranging from 15 to 33 campuses.

The package sent to districts included instructions for survey distribution. Each campus package contained additional instructions for a campus administrator, a distribution list of students receiving the survey, and sealed envelopes for each student included in the 2018- 19 survey sample. Each envelope specified the sampled student’s name and the grade. Envelopes contained 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.

The Gibson team instructed districts to distribute envelopes to targeted students, but district staff was 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 Gibson team did not ask any campus to distribute more than 50 surveys. Parents with multiple children receiving special education services could have received numerous surveys, and the team encouraged parents to answer each one about their experiences with each child. Gibson asked districts 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 completed hard-copy survey. This flexibility enabled us to create additional marketing materials (described in more detail below) 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 survey were thrown away or never made it to the addressee, parents could still respond by visiting the survey URL. The online version of the survey instrument was available in English and Spanish.

Out of more than 27,000 surveys distributed, parents submitted 4,962 completed surveys for an overall statewide response rate of 18.4%. The response rate was an increase of 2.2 percentage points from the prior year’s Cycle 5 response rate.

Parents completed and submitted surveys in every Cycle 6 district. Each of the 212 districts surveyed had at least one survey returned. The most common district-level response rate across the state was between 11% and 20%, with 78 of all Cycle 6 districts achieving a response rate in that range. Among the thirteen districts with response rates over 70%, seven had fewer than 22 parents targeted for the survey effort. Two districts with more than 175 parents targeted for the survey effort had response ratesover

70%.

Of the surveys submitted, parents completed 40.3% online, while the remaining 59.7% of parents completed on paper—roughly an eight percentage point increase in online survey completion compared with 2017-18. Across all surveys, Spanish surveys accounted for 16.7% completed, and the English language accounted for the remaining 83.3%, which is comparable to the proportion of Spanish surveys in the last three years. Spanish speaking parents submitted approximately 20% of the paper surveys, and the online submissions represented 11.7%.

Survey Demographics

The process for surveying Indicator 8 begins with the TEA providing the contractor, who implements and collects the survey, the Child Count file obtained during the previous fall snapshot for data collection. The contractor then analyzes the overall demographics of the student population against race/ethnicity, age, gender, disability, and geographic location. This analysis provides the basis, along with additional sampling criteria applicable to school enrollment size, to ensure a representative sample of survey recipients (parents of children receiving special education services in the state) are selected to receive the survey materials.

To help engage districts and facilitate survey administration, the vendor's research team worked with district special education directors to identify district liaisons for the survey administration process. To help engage district liaisons throughout the process and to ultimately boost response rates, the research team held a live webinar before the survey administration window to provide the information needed to administer the survey in their district(s). The live webinar also allowed liaisons to ask questions about the survey process and request any additional documents that would help distribute the survey. Also, to boost response rates, the research team included postcard reminders and a reminder flyer in the initial shipment to districts and asked districts to disseminate them. Additionally, the team created an online portal designed to foster communication with district liaisons and provide timely updates to survey materials and schedules. The online portal included a registration page to verify contact and shipping information, a form to request an advanced electronic copy of students whose parents were selected to receive the survey, information about the purpose of the survey, and materials for advertising the survey at the district and campus level. The research team posted the recording of the live webinar to the online portal.

From the beginning of the survey administration window, the contractor provided district liaisons with access to live response rates by district, campus, region via their unique online survey portal page to aid their survey efforts. Response rates were updated daily with all online survey counts. The team updated response rates to incorporate paper survey responses at three separate times throughout the survey administration process, given the longer processing time for paper surveys. District liaisons could use this information to help identify campuses that had comparatively low response rates. As completed surveys continued to be submitted, the contractor's team made calls to districts with low response rates. Research staff verified that district's sent reminder postcards and confirmed that district staff was able to access provided materials. The survey administration period closed in mid-June 2019.

The research team compared the characteristics of the sample of students whose parents completed a survey to the state population of students receiving special education services to examine the degree to which survey responses were representative. The more comparable the characteristics of students with disabilities represented by the parent responding sample to the state population, the more generalizable the results are to all students in the State of Texas who received special education

services.
The gender composition of the sample of students whose parents responded to the survey was very similar to the gender composition of the population in the State of Texas. Approximately, 66.4% of parents of male students receiving special education services statewide completed the survey compared with 66.9% of the statewide population. About 33.6% of parents of female students receiving special education services completed the survey, compared with 33.1% female students statewide.

The responding sample of parents closely aligned to the state population of children receiving special education services as defined by race/ethnicity within an acceptable statistical range of plus or minus 5% given that the overall response rate is between 15-20%. The response rate for the FFY 2018 Indicator 8 survey was at 18.25%. Although somewhat under- representative of Black or African American students (15.3%) in the state population of students receiving special education services 10.7% of the responding sample included parents of Black or African American children with disabilities (a difference of 4.6% but within the State's acceptable standard for validity in comparable demographics in the representation of this group). In contrast, parents of White students (28.5%) receiving special education services in the state were somewhat over-represented in the response, with 32.0% making up the responding sample in this race/ethnicity category (a difference of 4.5% but within the State's acceptable standard for validity in comparable demographics for representation in this group). The survey sample represented all other race/ethnicity groups within half of a percentage point of their proportion in the state population, which meets the State's standard of representation (See attached Table1). The State continues to use the year to year data to ensure that responses are representative of all races/ethnicities statewide.

The parents of students with a primary exceptionality/disability that responded to the survey sample were similar to the state population of students receiving special education services as described by primary exceptionality/disability (see attached Table). A slightly larger percentage of parents responding to the survey had a child with Autism (16.5% of the responding sample compared with 13.5% of the state special education population, a difference of 3% and within the State's acceptable standard for validity in comparable demographics for representation in this group). Alternatively, the responding sample made up of slightly fewer parents of students with a Learning Disability as their primary exceptionality (28.1% in the responding sample compared with 30.8% in the state population, a difference of 2.7% and also within the State's acceptable standard for validity in comparable demographics for representation in this group). All other differences between the parents of students with special education students in the State and the responding sample of parents were less than one percentage point, which meets the State's standard of representation.

The sampling plan addresses geographic representation across the state. The sampling plan also considers district size and location to ensure that all 20 educational regions in the state are in each annual measurement for this indicator.

Comparison of race/ethnicity of students receiving special education services statewide to the responding sample:

Race /Ethnicity	State (%)	Responding Sample (%)	Over/Under Representation
American Indian/Alaska Native	0.4%	0.3%	-0.1%
Asian	2.3%	2.2%	-0.1%
Black	15.3%	10.7%	-4.6%
Hispanic	51.1%	52.8%	+1.7%
Native Hawaiian/Pacific Islander	0.1%	0.0%	-0.1%
Multiple Races	2.3%	2.1%	-0.2%
White	28.5%	32.0%	+3.5%

Comparison of primary disability of students receiving special education services statewide to the responding sample:

Primary Disability	State (N)	State (%)	Responding Sample (N)	Responding Sample (%)	Over/Under Representation
Auditory Impairment	7,028	1.3%	58	1.2%	-0.1%
Autism	71,951	13.5%	817	16.5%	+3.0%
Deaf/Blind	310	0.1%	2	0.0%	-0.1%
Developmental Delay*	25	0.1%	0	0.0%	-0.1%
Emotional Disturbance	31,789	6.0%	263	5.3%	-0.7%
Intellectual Disability	56,886	10.7%	561	11.3%	+0.6%
Learning Disability	163,688	30.8%	1,395	28.1%	-2.7%
Noncategorical Early Childhood	7,553	1.4%	86	1.7%	+0.3%
Orthopedic Impairment	3,593	0.7%	41	0.8%	+0.1%
Other Health Impairment	76,291	14.3%	685	13.8%	-0.5%
Speech Impairment	107,668	20.2%	988	19.9%	-0.3%
Traumatic Brain Injury	1,325	0.2%	18	0.4%	+0.2%
Visual Impairment	3,884	0.7%	48	1.0%	+0.3%
Total	531,991		4,962		

*Texas uses the Noncategorical Early Childhood disability designation for students aged 3 -5 with developmental delay. Only 25 students in the entire state have Developmental Delay as their primary exceptionality, and none of these students were in Cycle 6 districts. As such, no students in the survey sample were identified with Developmental Delay as the primary exceptionality.

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

FFY	2015	2016*	2017
Target	0%	0%	0%
Data	0%	0%	0%

*Baseline: FFY 2016

FFY 2018 - FFY 2019 Targets

FFY	2018	2019
Target	0%	0%

FFY 2018 SPP/APR Data

Number of districts with disproportionate representation of racial and ethnic groups in special education and related services	Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	Number of districts that met the State's minimum n-size	FFY 2016 Data*	FFY 2017 Target	FFY 2017 Data
12	0	836	0%	0%	0%

*Baseline: FFY 2016

Definition and Methodology

The State's methodology describes the definition of disproportionate representation for identifying local educational agencies (LEAs) with a disproportionate representation of students with disabilities by race or ethnicity. The State includes LEAs in the annual analysis for Indicator 9 if they 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, the population cannot exceed 40% of the total population
- At least 30 students of a race or ethnicity population that comprises at least 10% of the total student population

Based on this minimum "n" size requirement, the State excluded a total of 370 districts from the calculation.

The State utilizes a risk difference model to calculate and identify LEAs in Indicator 9. 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 suggests 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 the 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.

The State analyzed district data and calculated using one year of data, 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 2018, 12 districts exceeded this threshold. The 12 identified districts were required, through a self-assessment, to review policies, procedures, and practices related to the identification of students with disabilities to ensure compliance with 34 CFR§§300.111, 300.201, and 300.301 through 300.311.

Upon the completion of this self-assessment, the State required districts 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. Under the direction of TEA, an ESC analyzed these processes. In October 2019, all 12 districts submitted assurance statements reflecting compliance with policies, procedures, and practices, and a review of the data by the State did not reveal any noncompliance.

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 are 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 2017

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

FFY	2015	2016*	2017
Target	0%	0%	0%
Data	0%	0%	0%

*Baseline: FFY 2016

FFY 2018 - FFY 2019 Targets

FFY	2018	2019
Target	0%	0%

FFY 2018 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 2017 Data	FFY 2018 Target	FFY 2018 Data
12	0	820	0%	0%	0%

Definition and Methodology

The State's methodology describes the definition of disproportionate representation for identifying LEAs with a disproportionate representation of students in specific disability categories by race or ethnicity.

For the State to include an LEA in the annual analysis for Indicator 10, it 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 ten students of a race or ethnicity population in a specific disability
- Based on this minimum "n" size requirement, the State excluded a total of 386 districts from the calculation

The State utilizes a risk difference model to calculate and identify LEAs in Indicator 10. 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 the 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.

TEA analyzed districts and made, and calculations 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 2018, 12 districts exceeded this threshold.

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

Upon the completion of this self-assessment, TEA required districts to submit a written assurance statement affirming that its policies, procedures, and practices complied with federal regulations and state rules related to the identification of students with disabilities. Under the direction of TEA, one Educational Services Center analyzed these processes.

All 12 districts submitted assurance statements reflecting compliance with policies, procedures, and practices, and a review of the data on or by October 31, 2019.

Correction of Findings of Noncompliance Identified in FFY 2017

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within	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	2007*	2008	2009	2010	2011	2012	2013	2014
Target	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	2017
Target	100%	100%	100%
Data	99.73	99.02%	99.77%

*Baseline: FFY 2007

FFY 2018 - FFY 2019 Targets

FFY	2018	2019
Target	100%	100%

FFY 2018 SPP/APR Data

Number of children included in (a), but not included in (b) [a-b]	765

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or state-established timeline)	FFY 2017 Data	FFY 2017 Target	FFY 2018 Data
138,593	137,828	99.77%	100%	99.05%

State Timeline for Initial Evaluation

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

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 evidence-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; amended to be effective February 15, 2018, 43 TexReg 763

Timeline Delays

State analyzes the data and reports, (1) the range of days beyond the state established timeline when the LEA completed the evaluation, and (2) any reasons for the delays.

LEAs reported 1039 evaluation completed between one and 30 days beyond the required timeline, and they reported 272 evaluations completed 31 or more days beyond the required timeline. See the table below for details.

FFY 2018 SPP/APR Data

(1) Range of days	1-30 days beyond timeline	31 + days beyond timeline	Total beyond timeline
# of students	1039	272	1311
% of students	79%	21%	100%

46% of delays reported by LEAs were due to a lack of available assessment personnel. Scheduling delays accounted for 20% of the reasons. 17% of delays reported by LEAs were due to other causes. Other reasons described by LEAs included IEP software glitches, internet browser reliability, and unique personnel issues such as departures, illnesses, and personal emergencies.

FFY 2018 SPP/APR Data

(2) Reason for Delay	#	%
LEA delay due to scheduling	255	20%
LEA delay due to lack of available assessment personnel	609	46%
LEA delay from contracted personnel	180	14%
Parent delay (no LEA documentation for exception)	13	2%
Student transfer/enrollment into district prior to completion of timeline begun in the previous district (no LEA documentation for exception)	13	1%
Other	226	17%
Total reported reasons for the delay	1306	100%

TEA has developed a secure online application for the collection of data related to Indicator 11. TEA requires districts to report the number of evaluations completed for students from July 1, 2018, to June 30, 2019, using the online application. Districts also report students for whom parental consent was obtained late in the 2018-19 reporting period, but completed the eligibility process between July 1, 2018, and June 30, 2019.

During the FFY 2018, 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 State designed the online application 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. To find additional information about the data collection process for Indicator 11 (instructions, collection instrument, etc.), see the LEA Reports and Requirements website.

Correction of Findings of Noncompliance Identified in FFY 2017

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
31	31	0	0

FFY 2017 Findings of Noncompliance Verified as Corrected

The Texas Education Agency Division of Special Education Monitoring notified districts of noncompliance with FFY 2017 SPP Indicator 11 in October 2018. TEA required districts to submit a "Corrective Action Plan (CAP)." Every district cited for noncompliance was required to develop and submit a CAP. Staff in the Division of Special Education Monitoring reviewed the CAP, updated data, and documentation to determine whether a district was implementing the appropriate regulations associated with the indicator and corrected the noncompliance.

The State has verified that each LEA with corrected noncompliance is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance). TEA reviews 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, to verify the correction and implementation.

In addition to the required CAP, the State requires districts to submit student-level data specific to each case of noncompliance. The special education monitoring staff reviewed the updated data and documentation to determine whether LEAs corrected each instance and corrected any systemic issues in implementing the regulatory requirements.

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

Districts that exceeded the one-year timeline for correction remain in continuing noncompliance status resulting in escalated oversight until they submitted sufficient evidence of systemic correction through subsequent data collection related to Indicator 11.

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

Correction of Findings of Noncompliance Identified Prior to FFY 2017

	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2017 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
FFY 2016	1	1	0

FFY 2016 Findings of Noncompliance Verified as Corrected

The Texas Education Agency Division of Special Education Monitoring notified districts of their noncompliance with SPP Indicator 11 in October. Districts were required to submit a "Corrective Action Plan (CAP)." The State required a corrective action plan (CAP) from all districts that had issues of noncompliance to address. The Special Education Monitoring 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 is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance). TEA reviews 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, to verify the correction and implementation.

In addition to the required CAP, districts submitted student-level data specific to each case of noncompliance. The Special Education Monitoring staff reviewed the updated data and documentation to determine if each instance of noncompliance was corrected and to determine whether districts were implementing the appropriate regulations associated with the indicator to ensure systemic corrections.

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

FFY 2015 Findings of Noncompliance Verified as Corrected

The Texas Education Agency Division of Special Education Monitoring notified districts of their noncompliance with SPP Indicator 11 in October. Districts were required to submit a "Corrective Action Plan (CAP)." The State required a corrective action plan (CAP) from all districts that had issues of noncompliance to address. The Special Education Monitoring 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 is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance). TEA reviews 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, to verify the correction and implementation.

In addition to the required CAP, districts submitted student-level data specific to each case of noncompliance. The Special Education Monitoring staff reviewed the updated data and documentation to determine if each case of noncompliance was corrected and to determine whether districts were implementing the appropriate regulations associated with the indicator to ensure systemic corrections.

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

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	2007*	2008	2009	2010	2011	2012	2013	2014
Target	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	2017
Target	100%	100%	100%
Data	99.82%	99.50%	99.92%

*Baseline: FFY 2007

FFY 2018 - FFY 2019 Targets

FFY	2018	2019
Target	100%	100%

FFY 2018 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	12,293
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	1,493
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	9,601
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.	779
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	369

	Numerator (c)	Denominator (a-b-d-e)	FFY 2017 Data	FFY 2018 Target	FFY 2018 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)]x100.	9,601	9,652	99.92%	100%	99.47%

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.	51

Fifty-one children were not included in b, c, d, e, or d and did not have IEPs developed and implemented by their 3rd birthdays. LEAs with noncompliance corrected each instance of noncompliance, although late, by completing evaluations, determining eligibility, and developing IEPs for those children eligible for services.

Timeline Delays

The State analyzes the data and reports, (1) the range of days beyond the third birthday when the LEA determined eligibility and developed the IEP, and (2) any reasons for the delays.

LEAs reported 32 eligibility determinations and IEPs developed between one and 30 days beyond the child's third birthday. LEAs reported 12 eligibility determinations and IEPs developed between 31 or more days beyond the child's third birthday.

FFY 2018 SPP/APR Data

(1) Range of days	1-30 days beyond timeline	31 + days beyond timeline	Total beyond timeline
# of students	32	19	51
% of students	63%	37%	100%

LEAs most often indicated that delays were due to the Part C Early Childhood Intervention (ECI) program delay notifying the LEA at least 90 days before the child's third birthday, scheduling issues, and other reasons. Other reasons reported by LEAs included IEP software glitches, internet browser reliability, and unique personnel issues such as departures, illnesses, and personal emergencies.

FFY 2018 SPP/APR Data

(2) Reason for Delay	#	%
LEA delay due to scheduling	14	27%
LEA delay due to lack of available assessment personnel	6	12%
LEA delay from contracted personnel	0	0%
Parent delay (no LEA documentation for exception)	1	2%
Part C (ECI) did not notify/refer child to Part B at least 90 days prior to the child's third birthday	17	33%
Other	13	26%
Total reported reasons for a delay	51	100%

The TEA has developed a secure online application for the collection of data related to Indicator 11. TEA requires districts to report the number of students for whom the IEP is developed and implemented by their third birthday from July 1, 2018, to June 30, 2019, using the online application.

During the FFY 2018, 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 reported a zero count. The State designed the application 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. The TEA website at LEA Reports and Requirements provides additional information about the data collection process for Indicator 12 (instructions, collection instrument, etc.).

Correction of Findings of Noncompliance Identified in FFY 2017

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
8	8	0	0

FFY 2017 Findings of Noncompliance Verified as Corrected

The Texas Education Agency Division of Special Education Monitoring notified districts of their noncompliance with SPP Indicator 12 in October. Districts were required to submit a "Corrective Action Plan (CAP)." The State required a corrective action plan (CAP) from all districts that had issues of noncompliance to address. The Special Education Monitoring 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 is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance). TEA reviews 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, to verify the correction and implementation.

In addition to the required CAP, districts submitted student-level data specific to each case of noncompliance. The Special Education Monitoring staff reviewed the updated data and documentation to determine if each occurrence of noncompliance was corrected and to determine whether districts were implementing the appropriate regulations associated with the indicator to ensure systemic corrections.

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

Correction of Findings of Noncompliance Identified Prior to FFY 2017

	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 2016	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	2007	2008	2009*	2010	2011	2012	2013	2014
Target	100%	100%	100%	100%	100%	100%	100%	100%
Data			97.00%	99.00%	99.30%	99.70%	99.74%	99.84%

FFY	2015	2016	2017
Target	100%	100%	100%
Data	99.58%	99.79%	99.52%

*Baseline: FFY 2009

FFY 2018 - FFY 2019 Targets

FFY	2018	2019
Target	100%	100%

FFY 2018 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 2017 Data	FFY 2018 Target	FFY 2018 Data
22,756	22,919	99.52%	100.00%	99.29%

Data Collection

The 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, 2018, and June 30, 2019, and included students who were age 15 but turned age 16 by June 30, 2019.

During FFY 2018, 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 is reflective of the district's student with disabilities ages 16-21 population. The TEA LEA Reports and Requirements website describes the sample procedures.

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, districts use the Data Integrity Checklist to facilitate the review of students' folders.

The Data Collection Checklist for measurement of SPP Indicator 13 aligns with the National Secondary Transition Technical Assistance Center (NSTTAC) guidance on data collection. The National Technical Assistance Center on Transition (NTACT) currently maintains information on the data collection checklist. The use of these tools ensures that the State is collecting comparable data 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).

All eight compliance Data Collection Checklist items must have a "yes" response before a district can record an IEP in compliance with Indicator 13. 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 answers to the Data Collection Checklist items. The TEA LEA Reports and Requirements website lists data collection resources.

Correction of Findings of Noncompliance Identified in FFY 2017

Findings of Noncompliance Identified	Findings of Noncompliance Verified as	Findings of Noncompliance Subsequently	Findings Not Yet Verified as Corrected
15	15	0	0

FFY 2017 Findings of Noncompliance Verified as Corrected

The Texas Education Agency Division of Special Education Monitoring notified districts of their noncompliance with SPP Indicator 13 in October 2018. Districts were required to submit a “Corrective Action Plan (CAP).” The State required a corrective action plan (CAP) from all districts that had issues of noncompliance to address. The Special Education Monitoring 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 is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance). TEA reviews 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, to verify the correction and implementation.

In addition to the required CAP, districts submitted student-level data specific to each case of noncompliance. The Special Education Monitoring staff reviewed the updated data and documentation to determine if each case of noncompliance was corrected and to determine whether districts were implementing the appropriate regulations associated with the indicator to ensure systemic corrections.

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

Correction of Findings of Noncompliance Identified Prior to FFY 2017

	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 2016	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

	FFY	2007	2008	2009*	2010	2011	2012	2013	2014
A	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	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	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	2017
A	Target ≥	28.00%	29.00%	29.00%
	Data	24.39%	21.41%	18.31%
B	Target ≥	61.00%	62.00%	62.00%
	Data	57.38%	53.69%	50.88%
C	Target ≥	74.00%	76.00%	78.00%
	Data	68.52%	66.67%	64.78%

*Baseline: FFY 2009

FFY 2018 - FFY 2019 Targets

FFY	2018	2019
Target A ≥	30.00%	30.00%
Target B ≥	63.00%	63.00%
Target C ≥	80.00%	80.00%

Targets: Description of Stakeholder Input

The TCISC and CAC advise the State on the monitoring priority specific to Effective Transition. The introduction of the SPP/APR contains 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.

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 uses for planning targeted and student-specific improvements.

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

For FFY 2018, Region 11 ESC coordinates the statewide State Performance Plan Indicator 14: Post-School Follow-Up Survey. Through a contract with NuStats Research Center, the State conducts a survey each summer. The purpose of the survey is to follow-up with persons previously enrolled in high schools (who had an IEP at the time of exiting high school). The research center, in collaboration with the State, collects data on the former students' post-high school activities. Eligible respondents either graduated or dropped out during the 2017–2018 school year. The survey included a total of twelve questions: eleven questions needed for the SPP Indicator 14 reporting and one question to address statewide and district high school program improvement.

Data collected from these results are presented in the SPP/APR the following February and accessed via web in the State Performance Plan and Annual Performance Report and Requirements webpage throughout the state via web access at http://www.transitionintexas.org.

In the fall, TEA sought the input of stakeholder to set the FFY 2019 targets for Post-School Outcomes – enrolled in higher education at 30%, Post-School Outcomes – enrolled in higher education or competitively employed at 63%, and Post-School Outcomes – enrolled in higher education or some other post-secondary program, or competitively employed at 80%.
Sampling Procedures

The State uses sampling approaches to data collection when there are limited resources (financial and staff) and many sampling units (schools, students, and parents). With more than 525,000 students receiving special education services in nearly 9,000 campuses in Texas, a sampling approach is essential to examine Indicators within the State Performance Plan (SPP).

Importantly, the sampling approach must provide valid and reliable information and must ensure that the response data is representative of the demographics in the State. Texas represents a high variance in districts and student characteristics that change from region to region and by age groups. To increase the validity of the sample, the State applies different techniques. One technique used is a purposive sampling (selected based on the knowledge of a population and the purpose of the study). Another method used is a stratified random sampling approach (divides a population by characteristic into smaller groups then sampled).

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.

In collaboration with TEA, the Student-Centered Transitions Network (SCTN) builds collaborative infrastructures among students, families, schools, LEAs, and communities. The SCTN aims for all students with disabilities to be actively involved in planning, communicating, and evaluating progress in meeting their transition goals from early childhood through high school graduation and post-secondary readiness. SCTN's website location is at https://www.texastransition.org/.

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. The State's sampling plan boosted response rates representative of the State demographics for the overall population of students who had IEPs in effect at the time they left school as reported per IDEA 2004 statute, Section 618(b) data collection each November.

Demographic comparisons are in the following tables:

Gender	State	Responding Sample	Over (+) Under (-) Representation
	% of Total	% of Total	From Target
Male	65.41	35.23	-30.18
Female	34.59	64.77	+30.18

Comparison of race/ethnicity of students receiving special education services statewide to the responding sample:

Race / Ethnicity	State	Responding Sample	Over (+) Under (-) Representation
	% of Total	% of Total	From Target
American Indian or Alaska Native	0.47	0.00	-0.47
Asian	1.35	1.71	+0.36
Black or African American	19.81	16.88	-2.93
Hispanic / Latino	47.84	47.41	-0.43
Native Hawaiian / Other Pacific	0.16	0.00	-0.16
Two or More Races	1.95	1.65	-0.3
White	28.42	32.35	+3.93
Some other race alone	0.00	0.00	0.00

Comparison of primary exceptionality/disability of students receiving special education services statewide to the responding sample:

Primary Exceptionality / Disability	State	Responding Sample	Over (+) Under (-) Representation
	% of Total	% of Total	From Target
Auditory Impairment	1.46	1.4	-0.06
Autism	8.65	12.1	+3.45
Deaf / Blind	0.03	0.2	+0.17
Emotional Disturbance	9.10	6.8	-2.3
Intellectual Disability	8.90	13.7	+4.8
Learning Disability	51.27	47.0	-4.27
Orthopedic Impairment	0.63	1.4	+0.77
Other Health Impairment	14.70	15.0	+0.3
Speech Impairment	2.97	0.4	-2.57
Traumatic Brain Injury	0.34	0.6	+0.26
Visual Impairment	0.68	1.6	+0.92
Multiple Disabilities	1.26	0.00	-1.26

Actual Survey Data Collection Methodology

Data collection, using the VOXCO Computer Assisted Telephone Interviewing (CATI) software program, began on June 2, 2019, and ended on August 16, 2019. A total of 3,693 completed cases were collected: 3,479 English cases and 214 Spanish cases. Of the 3,693 completed actions, 292 used the web version of the VOXCO survey. Interviews conducted by proxy were 39 percent, which is considerably higher than in 2018, but still within bounds of the proxy rate in previous years. During the last eight years, the proxy rate has been as low as 12 percent, and as high as 49 percent.

Modifications to the telephone and web script for 2019 were minor. The research team designed the introduction to be gender-neutral and revised the respondent gender language to mirror the introduction.

The research team attempted calls five days of the week (Monday through Friday). 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. If a respondent requested or suggested a call back at a time outside of this range, the research staff made arrangements 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 particular outcome codes. For the 2019 Post-School Outcome Survey, when a respondent refused, these cases were coded as first refusals or soft refusals. They 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. The staff discontinued attempts to reach a potential respondent if the potential respondent gave two soft refusals. More strongly-worded refusals—for example, refusals in which the respondent requested 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 team received other refusals in response to our weekly email invitations to sampled

participants, parents, and guardians. The refusal rate for 2019 was six percent, which was one percent lower than in the 2018 results.

Out of all records, 18 percent of respondents were non-contacts after trying all numbers, multiple times. Invalid number rates (including disconnected phones, wrong numbers, business or government lines, and fax/modem lines) decreased this year to 20 percent, as compared to 23 percent in 2018. Data collection yielded an overall completion rate of 29 percent, which is five percentage points below the completion rate obtained in 2018.

FFY 2018 SPP/APR Data

Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	3,693
Number of respondent youth who enrolled in higher education within one year of leaving high school	604
2. Number of respondentyouth who competitively employed within one year of leaving high school	1,283
3. Number of respondent youth enrolled insome other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	218
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).	1,341

	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 2017 Data	FFY 2018 Target	FFY 2018 Data
A. Enrolled in higher education (1)	604	3,693	18.31%	30.00%	16.36%
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	1,887	3,693	50.88%	63.00%	51.10%
C. Enrolled in higher education, or some other postsecondary education or training program; or competitively employed or insome other employment (1+2+3+4)	3,446	3,693	64.78%	80.00%	93.31%

Sample Management

A total of 12,721 unique sample records were received to conduct this year's study, and the research team made 130,185 calls 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 ten calls. The research team made various call attempts to the different possible phone numbers available. Additionally, NuStats made attempts to contact former students via email and postcard. Contact via telephone reached 4,510, or 35 percent of all cases. Included in this number are: completes, proxy completes, web completes, partial completes, scheduled call-backs, hang-ups, 1st refusals, 2nd refusals, final refusals, still in high school, refuse to continue on the cell phone, and language barrier (language other than Spanish, or deaf/TTY). The team did not include email and postcard contacts because it is only possible to know if they reached the respondent by them completing a survey.

After the initial sample release, subsequent "waves" of dialing included refusal conversion to non-final refusal records. Additionally, the research staff retried contacting all non-working numbers because sometimes the respondents have services resorted at some point since the previous attempts. As shown in Table A2, 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 2018, NuStats supplemented call attempts with attempts to reach respondents via email weekly. Each week, the contractor created a database of all available email addresses of respondents who had not yet completed a survey, refused, or deemed not eligible. An email reminder was sent out to those email addresses to encourage potential respondents to participate in the ongoing survey. After three weeks of email notification to the former student, the contractor prepared a database of the email addresses of all parents, guardians, and additional contacts. The research team sent emails to these groups requesting the parents or guardians to 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, or refused, or deemed not eligible. The text of these emails may be found in Appendix C: Notification and Reminder Email Messages.

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

In FFY 2019, the agency migrated the stand-alone SPPI-14 data collection into the Texas Student Data System (TSDS). This migration decreased the burden on districts, increased access to real-time student data, and created a larger pool of students to sample. 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, the Texas Workforce Commission (TWC) and TEA signed a Memorandum of Understanding (MOU). 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 regulations for both WIOA and IDEA require interagency agreements concerning the transition services for students with disabilities who have an IEP. Overall, TEA is working hand in hand with multiple intra-agency 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 the transition and other planning with families and students. Finally, TEA redesigned its statewide leadership network specific to transition and post-secondary outcomes.

To ensure a comprehensive approach to building statewide capacity and outreach, the new Student-Centered Transitions Network (SCTN) changed the model for capacity building within the state network leadership team from historical participation of one or two Texas participants attending the National Technical Assistance Center on Transition's (NTACT) Summer Capacity Building Institute to a 12 person multi-disciplinary team of leadership stakeholders. The team participated at the NTACT Capacity Building Institute in Charlotte. The team members included the following:

- Texas Education Lead for Transition Services
- The TEA representative for Career and Technical Education (CTE)
- A TEA representative for Deaf and Hard of Hearing
- The transition leads for five Regional Education Service Centers
- A representative from the Texas Workforce Commission's (TWC) Vocational Rehabilitation (VR) Division
- the state network lead, the Sam Houston State University's Garrett Center on Transition and Disabilities Studies

As a follow-up to the NTACT Capacity Building Institute, the SCTN Project Plan, and the state agency collaboration plan, the SCTN worked with the TEA CTE on collaborative state plans for Perkins 5. The SCTN also worked with state-level VR on the implementation of the operationalization of the Memorandum of Understanding between the TWC VR, the TEA, and the local education agencies (LEA). The SCTN contracted with NTACT and Dr. Valerie Mazzotti to redesign the data collection process for the State Performance Plan Indicator 14 to increase the participation rate, depth and breadth of data collected, and the validity and reliability of data. The process includes the use of existing quantitative data sets, collaboration with other state agencies, and activity for qualitative data. SCTN will use NTACT findings and recommendations from 2019-2020 to conduct a pilot in fall 2020 and reset the SPP Indicator 14 baseline for Texas in 2021-2022.

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 ≥			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	2017
Target ≥	25.00%	25.00%	25.00 - 30.00%
Data	47.89%	35.63%	35.63%

*Baseline: FFY 2005

FFY 2018 - FFY 2019 Targets

FFY	2018	2019
Target ≥	25.00 - 30.00%	25.00 - 30.00%

Targets: Description of Stakeholder Input

The introduction of the SPP/APR includes a full description of stakeholder input for Indicator 15. 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.

FFY 2018 SPP/APR Data

Source	Date	Description	Data
SY 2017-18 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/11/2019	3.1 Number of resolution sessions	139
SY 2017-18 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/11/2019	3.1(a) Number resolution sessions resolved through settlement agreements	44

FFY 2018 SPP/APR Data

3.1(a) Number resolution sessions resolved through settlement agreements	3.1 Number of resolution sessions	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data
44	139	31.78%	25.00 - 30.00%	31.65%

The TEA Office of General Counsel oversees the Special Education Mediation and Due Process Hearing programs. 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. The requirements specify that the LEA convenes 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 they may adjust the 30-day resolution period under 34 CFR §300.510(c). TEA collects data regarding the number of resolution sessions held and the number of resolution session settlement agreements reached by the parties. 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	2017
Target ≥	75.00%	75.00%	75.00 - 80.00%
Data	75.22%	76.5%	75.81%

*Baseline-FFY2005

FFY 2018 - FFY 2019 Targets

FFY	2018	2019
Target ≥	75.00 - 80.00%	75.00 - 80.00%

Targets: Description of Stakeholder Input

The introduction of the SPP/APR includes a full description of stakeholder input for Indicator 15. 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.

FFY 2018 SPP/APR Data

Source	Date	Description	Data
SY 2017-18 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/11/2019	2.1 Mediations held	223
SY 2017-18 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/11/2019	2.1.a.i Mediations agreements related to due process complaints	103
SY 2017-18 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/11/2019	2.1.b.i Mediations agreements not related to due process complaints	66

FFY 2018 SPP/APR Data

2.1.a.i Mediations agreements related to due process complaints	2.1.b.i Mediations agreements not related to due process complaints	2.1 Mediations held	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data
103	66	223	75.81%	75.00 - 80.00%	75.78%

The TEA Office of General Counsel oversees the Special Education Mediation and Due Process Hearing programs. TEA contracts with private attorneys to serve as mediators. In addition to mediation certification, the mediators know 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 training that is 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 participate in mediation, TEA assigns a mediator. The parties may consent to use a specific mediator. Otherwise, TEA will randomly select one per 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 consents, a TEA mediator is assigned. The parties may agree to use a specific mediator, or a mediator will be randomly selected. These mediations follow the same process as mediations associated with due process hearings. Mediators are required to report to TEA whether they held mediation and whether it resulted in an agreement. TEA collects data regarding only the mediation activities and outcomes.

State Systemic Improvement Plan (SSIP)
Phase III
Indicator 17
State Performance Plan (SPP)
IDEA Part B

Division of Special Education Program Reporting
Department of Review and Support
Texas Education Agency

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Table of Contents

List of Tables 3
List of Figures 4
List of Acronyms 5
1. Summary of Phase III 6
State-identified Measurable Results (SiMR) 6
Theory of Action 6
Improvement Strategies, Infrastructure Development, and Evidence-Based Practices 8
Overview of Evaluation Activities, Measures, and Outcomes 11
Changes to Implementation and Improvement Strategies 11
2. Progress in Implementing the SSIP 12
Description of the State's SSIP Implementation Progress 12
Stakeholder Involvement in SSIP Implementation 14
3. Data on Implementation and Evaluation of Improvement Strategies 16
Monitoring and Measuring Outputs 16
How the State has Demonstrated Progress 16
Stakeholder Involvement in the SSIP Evaluation 21
4. Data Quality Issues 23
5. Progress Toward Achieving the SiMR 24
6. Plans for Next Year 30
Appendices 32
Appendix I: Statewide Technical Assistance Networks 33
Appendix II: Differentiated Monitoring and Support (DMS) System 34
Appendix III: Progress on SSIP Implementation 35
Appendix IV: ESC SECIP Progress Toward Increasing Reading Proficiency 38
Appendix V: ESC Liaison Progress and Reading Proficiency 40

List of Tables

Table 1. Improvement Strategy 1: Activity, Baseline Data, and Formative Assessment 17
Table 2. Improvement Strategy 2: Activity, Baseline Data, and Formative Assessment 17
Table 3. Improvement Strategy 3: Activity, Baseline Data, and Formative Assessment 19
Table 4. Improvement Strategy 4: Activity, Baseline Data, and Formative Assessment 21
Table 5. Data Collection for SPED Reading Progress Toward Achieving the SiMR 24
Table 6. Baseline Data, Targets, and Progress for SPED 3-8 STAAR Reading (2015-2019) 25
Table 7. Regional SPED 3-8 STAAR Reading Proficiency Rates 28

List of Figures

Figure 1. Revised theory of action framework..... 7
Figure 2. Identified opportunities in adaptive strategies 14
Figure 3. Distribution of 2019 SPED 3-8 STAAR reading proficiency rates 26
Figure 4. Distribution of SPED population taking the 3-8 STAAR reading test (2015-2019)..... 27
Figure 5. Grouped Boxplots for SPED 3-8 STAAR regional reading proficiency rates (2015-2019) 28
Figure 6. SPED year-after-exit 3-8 STAAR reading proficiency rates 29

List of Acronyms

Acronym	Description
APR	Annual Performance Report
ARD	Admission, Review, and Dismissal
EBP	Evidence-Based Practices
EL	English Learner
FAPE	Free Appropriate Public Education
GT	Gifted and Talented
IDEA	Individuals with Disabilities Education Act
IPI	Intensive Program of Instruction
LbC	Lead by Convening
LEA	Local Education Agency
LRE	Least Restrictive Environment
MEMN	Multiple Exceptionalities and Multiple Needs Network
OSEP	Office of Special Education Programs
PL	Performance Level
RDA	Results-Driven Accountability
READ	Reading Excellence and Academies Development
SPED	Special Education
SBEC	State Board of Educator Certification
SCTN	Student-Centered Transitions Network
SECIP	Special Education Continuous Improvement Plan
SiMR	State-identified Measurable Result
SPP	State Performance Plan
SSIP	State Systemic Improvement Plan
SSP	Strategic Support Plan
STAAR	State of Texas Assessments of Academic Readiness
TA	Technical Assistance
TEKS	Texas Essential Knowledge and Skills
TIER	Tiered Interventions using Evidence-based Research
TSDS	Texas Student Data System
TOT	Trainer of Trainer
TCIP	Texas Continuous Improvement Process
TSLAT	Texas Statewide Leadership for Autism Training
TXLS	Texas Lesson Study
TxSSN	Texas Sensory Support Network
WHO	World Health Organization

1. Summary of Phase III

This section summarizes Phase III of the State Systemic Improvement Plan (SSIP). It is divided into four main parts. The first and second parts provide an overview of the State-identified Measurable Results (SiMR) and the theory of action. The third part summarizes four improvement strategies, and the last part provides an overview of the year's evaluation activities and outcomes.

State-identified Measurable Results (SiMR)

The SiMR refers to "A statement of the result(s) the State intends to achieve through the implementation of the SSIP."[1] The Texas Education Agency (TEA) identified the following SiMR:

- ***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 SiMR is measured annually using the State's results-driven accountability (RDA) system, reading Indicator 1(ii). [2] Indicator 1(ii) measures the "percent of students served in special education who met the minimum level of satisfactory performance or higher on the STAAR [State of Texas Assessments of Academic Readiness] 3-8 assessments."[3] This indicator is similar to Part B Indicator 3C of the State Performance Plan (SPP; i.e., Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards for grades 3-8 and high school). However, the RDA Indicator 1(ii) assesses students in grades 3-8 and does not include students with IEPs in high school. The State's ability to achieve the SiMR is underpinned and guided by the theory of action framework.

Baseline data, proficiency targets, and an analysis of the State's progress toward achieving the SiMR from 2015 to 2019 are reported in *Section 5. Progress Toward Achieving Intended Improvements*.

Theory of Action

The theory of action refers to a graphical framework that "outlines the strategies that will result in the accomplishment of [the SiMR]."[4,5] The TEA's theory of action was initially developed in 2015 and has been revised this year to highlight four critical improvement strategies (see Figure 1). The improvement strategies listed in the theory of action tie special education efforts in Texas to the SiMR. Figure 1 illustrates the connection among the four new improvement strategies to deliverables produced at the state, regional, LEA, and campus levels. Both the improvement strategies (further discussed in Tables 1-4) and the deliverables coalesce to increase stakeholder expectations, build capacity through increased access to resources and knowledge of the science of teaching reading, and provide reading interventions for students with disabilities who receive special education in Texas to achieve the SiMR.

[1] Regional Resource Center, 2015, p. 13

[2] RDA is a LEA level, data-driven monitoring system developed and implemented annually by the Department of Review and Support, in coordination with other departments, within the TEA.

[3] Results Driven Accountability Manual, 2019, p. 63

[4] https://ideadata.org/

[5] https://ideadata.org/sites/default/files/media/documents/2020-02/FINAL%20SSIP%20ToA%20Feb%2011%20Webinar_1.pdf

Improvement Strategies	State – Texas Education Agency	Regional ESCs	Local Education Agencies	Local Campuses	Formative Outcome	Summative Outcome (SiMR)
1: Resource allocation to support reading outcomes	Allocate resources to support positive reading outcomes, creating a strong infrastructure for delivery of resources	Provide access to professional development and technical assistance (TA) to improve reading	Use resources to promote capacity building and establish polices to implement LEA wide procedures specific to reading promote resource	Implement LEA policies and procedures around reading instruction and reading with fidelity to support teacher-student reading instruction-learning	Stakeholders will have high expectations access resources to increase capacity and provide effective interventions and quality services for children with disabilities in the area of 3-8 reading	RDA Reading Indicator 1(ii): All children with disabilities will receive access to quality, evidence-based reading practices and appropriate educational services to increase grades 3-8 reading proficiency
2: Expand initiatives and opportunities to support reading outcomes	Expands reading initiatives to include statewide access and opportunities for enhanced learning and training	Provide resources and evidence-based information aligned to reading initiatives	Implement policies and procedures with fidelity to support reading instruction	Encourage staff to increase reading instruction knowledge and implement EBP		
3: Communicate standards and expectations to teachers and instructional support personnel to support improved reading outcomes	Communicate expectations, standards, and reading results	Provide TA to low performing LEA/ campuses in reading	Utilize data to conduct self-analysis and monitoring reading activities	Utilize data to conduct self-analysis, monitor teacher and student reading using progress monitoring		
4: Collaborate with institutions, organizations, agencies, and other stakeholders to support positive reading outcomes	Implement policies for stakeholder engagement, and collaborate with partners to support reading outcomes	Engage stakeholders and conduct analysis to improve and tailor services aimed at 3-8 reading	Clearly communicate expectations, standards, and reading results to stakeholders	Engage with stakeholders to communicate expectations, create partnerships, and obtain community support for reading		

Figure 1. Revised theory of action framework to support improved special education 3-8 STAAR proficiency rates.

Improvement Strategies, Infrastructure Development, and Evidence-Based Practices

Guided by the theory of action, the State's emphasis on increased 3-8 reading proficiency rates through evidence-based practices is reflected in the four coherent improvement strategies summarized below.[6] The improvement strategies were identified through data analysis and internal and external stakeholder collaboration, and their implementation has been supported by the State's infrastructure.[7]

Baseline data, desired outcomes and formative evaluations of progress on the four improvement strategies are reported in *Section 3. Data on Implementation and Outcomes*.

Improvement Strategy 1: Resource Allocation to Support Reading Outcomes

The first improvement strategy is the *allocation of resources to support state, regional, and local efforts to improve reading outcomes* for 3-8 students in special education (see Figure 1). This improvement strategy is supported by the State's infrastructure and consists of three activities (1A-1C):

- ***1A: Increase Professional Capacity:*** Increase capacity at the state level by adding additional staff to create a Technical Assistance Team and a Department of Review and Support.[8]
- ***1B: HB 3 Dyslexia Allotment:*** LEAs receive an allotment for students identified with dyslexia under the IDEA and Section 504. LEAs receive an additional $970 for each student served in the mainstream classroom.
- ***1C: ESC Special Education Liaisons:*** This strategy provides a grant creating 28 positions to provide individualized technical assistance, training, and coaching to support LEAs.

The infrastructures supporting the activities in the first improvement strategy include the fiscal commitment to allocate resources in manner that increases organizational and personnel capacity at the State agency and regional ESCs. These commitments are made possible through the allocation of both state funds and federal funds supported by the Commissioner of Education and the State Legislature. Such fiscal commitment has also placed a monetary emphasis on students identified with dyslexia, helping to support their reading achievement in the mainstream classroom.

Improvement Strategy 2: Expand Initiatives and Opportunities to Support Reading Outcomes

The second improvement strategy is to *expand initiatives and opportunities to support improved reading outcomes* for 3-8 students in special education (see Figure 1). This improvement strategy is supported by the State's infrastructure and consists of the following seven activities (2A-2G):

- ***2A: Child Find, Evaluation, and ARD Supports Network (ESC 4):*** This strategy helps identify and evaluate students for SLD/dyslexia, dysgraphia, or dyscalculia to improve their reading ability.[9]
- ***2B: Inclusion in Texas Network (ESC 20):*** This strategy builds the capacity of LEAs to implement inclusive practices in the science of learning to read, in addition to providing LEAs with resources for developing areas of Individualized Education Programs (IEPs) relevant to reading.[10]
- ***2C: Texas Statewide Leadership for Autism Training (TSLAT; ESC 13):*** This strategy includes trainings on *Literacy Instruction for Students with Autism Spectrum Disorders* (6-hr online

[6] https://ectacenter.org/topics/ssip/ssip_phase3_key_terms.asp
[7] https://osep.grads360.org/#communities/pdc/documents/5572
[8] https://tea.texas.gov/academics/special-student-populations/review-and-support
[9] https://childfindtx.tea.texas.gov/
[10] https://www.inclusionintexas.org/page/inc.ServicesAndPracticesReading

course) and *Autism Spectrum Disorder and Assistive Technology: Supporting Literacy in Individuals with Autism through the use of Assistive technology* (45-min course).[11]

- ***2D: Tiered Interventions using Evidence-Based Research (TIER) Network (University of Texas):*** TIER provides a set of 10 modules (i.e., on-demand and face-to-face training) related to best practices for MTSS, including evidence-based reading practices.[12]
- ***2E: Texas Sensory Support Network (ESC 11):*** Literacy pilots provide training on implementing the Foundations for Literacy to PreK-K deaf or hard of hearing (DHH) teachers and speech and language pathologists (SLPs) in participating Regional Day School Programs for the Deaf (RDSPDs). Video coaching will be provided for follow up support (TSBVI Early Braille Literacy).
- ***2F: Texas Complex Access Network (ESC 3):*** Revision and update of existing ToT's into an online format with the addition of engaging user activities, including pre- and post-tests for teaching literacy to students with significant cognitive disabilities.
- ***2G: Texas Lesson Study (TXLS):*** This inquiry-based, job embedded professional development allows teachers to work collaboratively to develop, teach, and assess research-based lessons.[13]

The infrastructures supporting the activities in the second improvement strategy are managed through grant opportunities applicable in regional ESCs and institutions of higher education. The activities classified within this improvement strategy are part of a larger network of statewide technical assistance (TA) initiatives to support special education in Texas (see Appendix I). These activities are leveraged to address major, critical needs for the state through TA efforts. In particular, these seven identified grants share the common statewide indicator goal of increasing special education 3-8 STAAR reading passing rates and address a variety of issues LEAs face in implementing both compliant and effective practices.

Improvement Strategy 3: Communicate Standards and Expectations to Teachers and Instructional Support Personnel to Improve Reading Outcomes

The third improvement strategy is to *communicate standards and expectations to teachers and instructional support personnel to improve reading outcomes* for 3-8 students in special education (see Figure 1). This strategy is supported by the State's infrastructure and consists of seven activities (3A-3G):

- ***3A: HB 3 Reading Academies:*** All K-3 teachers and principals must complete a teacher literacy achievement academy by the 2021-2022 school year.[14,15]
- ***3B: HB 3 Science of Teaching Reading (STR) Exam:*** The Science of Teaching Reading exam will be required for teachers seeking new PK-6 certifications (starting January 1, 2021).[16]
- ***3C: Reading Excellence and Academies Development (READ):*** This strategy includes reading academies in both *literacy achievement academies* (K-3) and *reading-to-learn academies* (4-5) for teachers who provide literacy instruction to students in grades K-5.[17]
- ***3D: Special Education Teacher Certification Redesign (SBEC):*** Certification redesign to improve current, broad special education certificate by creating a deaf/blind supplemental certificate and multiple new certificates specialized by grade level and degree of student support needed.

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[11] http://www.txautism.net/
[12] https://tier.tea.texas.gov/
[13] https://tea.texas.gov/texas-educators/educator-initiatives-and-performance/texas-lesson-study
[14] https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/house-bill-3-hb-3-implementation-reading-practices
[15] https://tea.texas.gov/academics/early-childhood-education/reading-practices-faq#str
[16] https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/house-bill-3-hb-3-implementation-reading-practices
[17] https://tea.texas.gov/academics/learning-support-and-programs/mathematics-and-reading-academies

- ***3E: Revised Educational Diagnostician Exam***: The State Board of Educator Certification (SBEC) adopted a new set of standards for educational diagnosticians in 2017. The new standards also included the development of a testing framework for the new certification exam.[18]
- ***3F: HB 3 K-2 Reading Diagnostics Instrument:*** State adoption of a no-cost reading instrument for LEAs. LEAs are required to report results to parents.[19]
- ***3G: HB 3 Early Childhood Literacy Plans:*** School boards are required to adopt early childhood literacy plans with specific, quantifiable, annual goals for five years at each LEA campus.[20]

The infrastructures supporting the activities in the third improvement strategy largely stem from governance and fiscal structures and are supported by coordinated efforts within the TEA designated divisional projects. The Texas Legislature provides the governing authority for the creation of and fiscal commitment to these activities. This authority and commitment support the development and operationalization of these activities at the state, regional, and local levels.

Improvement Strategy 4: Collaborate with Institutions, Organizations, Agencies, and Other Stakeholders to Support Positive Reading Outcomes

The fourth improvement strategy is to *collaborate with institutions, organizations, agencies, and stakeholders to support positive reading outcomes* for 3-8 students in special education (see Figure 1). This strategy is supported by the State's infrastructure and consists of three activities (4A-4C):

- ***4A: Monitoring, Review, and Support Activities:*** Monitor special education programs through review and support activities aimed at improving reading outcomes. Review and Support activities include policy review, strategic support plan (SSP), self-assessment, cyclical monitoring (comprehensive desk review, on-site visit) or targeted monitoring (targeted desk review, targeted on-site visit), and differentiated supports or technical assistance.[21]
- ***4B: SB 2070 Dyslexia Monitoring Project:*** This strategy includes the development of a monitoring process for dyslexia.[22]
- ***4C: TEA Special Education Stakeholder Engagement Initiative:*** This strategy includes a granted partner and committed position within TEA to coordinate stakeholder engagements.

The infrastructures supporting the activities in the fourth improvement strategy are found within the operations of the State agency. In August 2018, the Department of Review and Support was created. This department is responsible for general supervision in monitoring the implementation of the Individuals with Disabilities Education Improvement Act (IDEA), in accordance with the provisions at 34 CFR §300.600 and the monitoring requirements found in Texas Education Code (TEC) §29.010 and Texas Administrative Code (TAC) §97.1005. The Differentiated Monitoring and Support (DMS) system is a framework to guide actions to ensure compliance across special education programs in Texas and to build off that compliance in ways to improve student outcomes and stakeholder engagement (see Appendix II). Additionally, historically a cornerstone of the agency's continuous improvement efforts,

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[18] https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/house-bill-3-hb-3-implementation-k-2-diagnostics

[19] https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/hb-3-implementation-early-childhood-and

[20] https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/hb-3-implementation-early-childhood-and

[21] https://tea.texas.gov/academics/special-student-populations/review-and-support/differentiated-monitoring-and-support-dms

[22] https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/house-bill-3-hb-3-implementation-special

stakeholder engagement is embedded in all projects and initiatives but has now been elevated as a grant funded initiative overseen by a stakeholder engagement coordinator position at TEA.

Overview of Evaluation Activities, Measures, and Outcomes

The evaluation of the above improvement strategies in terms of baseline data and formative assessment toward desired outcome are presented in *Section 3: Data on Implementation and Outcomes*. These are found in measurement tables inclusive of each of the activities listed under the four improvement strategies (see Section 3, Tables 1 through 4).

Changes to Implementation and Improvement Strategies

There have been several noteworthy changes beginning in 2018-2019 and continuing into the 2019-2020 school year that are linked to the implementation of the above improvement strategies and their supporting infrastructure. These include the organizational structure to increase statewide capacity, additional fiscal commitments for reading instruction, and new and/or expanded activities under each improvement strategy that are evidenced throughout *Sections 2: Progress in Implementing the SSIP* and S*ection 3: Data on Implementation and Evaluation of Improvement Strategies*.

2. Progress in Implementing the SSIP

This section is about the State's progress in implementing the SSIP. It is divided into two main parts. The first part provides a description of the State's Progress in implementing the SSIP. The last section discusses stakeholder involvement in the SSIP's implementation.

Description of the State's SSIP Implementation Progress

Description of Extent to which the State has carried out its Planned Activities with Fidelity
During this reporting period, the State has continued to implement and expand activities indicated in the implementation plan of the SSIP.

Allocations during the 86th Texas Legislative session in 2019 aimed at funding new commitments and the continuation of existing educational programs impacting students in the State have helped the TEA strengthen its infrastructures for the delivery of resources statewide. The TEA has revised its websites and built stronger communication channels and standards by rebranding and creating protocols for leveraging information from the Office of Special Populations and its department and divisions. These changes have had the greatest impact with the State's ability to engage with stakeholders and collaborative partners in more concise and efficient efforts that allow the State to better support all outcomes, but especially regarding reading outcomes for students with disabilities in the State.

ESCs and TA Networks: Implementation Progress
During this reporting period, the 20 ESCs and TA Networks continued to implement and expand activities indicated in the implementation plan of the SSIP.

A focused effort to strengthen existing networks for consistency, quality, and to build capacity at the 20 regional ESCs to provide TA to low performing LEAs began in the spring of 2016 and continues to date. n April 2018, the TEA incorporated stakeholder feedback, data analysis results, and interviews to reimagine the network structure. The current networks launched July 1, 2019. The redesign was intended to identify and better fill gaps in the TA network, streamline work to reduce redundancies, and form collaborative partnerships between network initiatives. This restructuring supported collaboration and moved work from several siloed initiatives to interconnected networks. This initiative includes provisions to support, reallocate resources or add new resources, and assist with data analysis related to the SiMR. Leveraging the ESCs is an essential part of the theory of action. Accountability for SPP Indicators, including Indicator 17, extends to ESCs. All ESCs must develop a regional special education continuous improvement plan (SECIP). The SECIP is in its 3rd iteration since 2012. It is currently being field tested in 5 ESCs and will be fully implemented across all 20 ESCs during the 2020-2021 school year. In the annual SECIP submission, each ESC reports progress and slippage, activities implemented during the reporting year for the SPP indicators, and any activities that will be changed. Appendices III – V list both short-term activities and long-term activities aligned to the SiMR.

ESC Special Education Liaison Initiative
During 2018-2019, the ESC Special Education Liaison Grant Initiative created 28 liaison positions to support ESCs providing TA, professional development training, and supports for special education teachers. These funds are provided to assist each ESC with three primary deliverables:

- Ensure LEAs have access to high quality TA and support, professional development, and other services regarding state and federal rules and regulations
- Support state projects and activities necessary to implement the SPP, SSIP, and assist LEAs in improving results for students with disabilities

- Assist TEA with carrying out its responsibilities by serving as statewide leads and/or members for certain IDEA-related functions/projects

Reading Academies

Notably, implementation of Senate Bill (SB) 925 and 972 began in June 2016. Both bills established the literacy achievement academies targeting kindergarten through third grade teachers, and the reading to learn academies focusing on fourth and fifth grade teachers. They both provide high-quality, face-to-face professional development to public school teachers who instruct students in reading. In June of 2019, House Bill 3 (HB 3) was passed by the 86th Texas Legislature. Per HB 3, all K-3 teachers and principals must attend a teacher literacy achievement academy by the 2021-2022 school year.

Additional Implementation Progress Update

Through introduction and carry-through of Lead by Convening (LbC) frameworks, opportunities were identified, and commitments were made to build a deeper and more collaborative relationship between the TEA and the ECSs as an investment for improving outcomes to achieve the SiMR (see Figure 1). Many ESCs adapted core engagement principles to achieve goals outlined in specific statewide networks. Once the TEA expanded its number of TA specialists in the special education division during the summer of 2017, it was able to leverage those positions to conduct extensive needs-based assessments around existing initiatives and other identified areas not targeted by the TEA. Approximately 45 additional staff position were added the summer of 2018. As a result, TEA is better positioned to identify current needs to leverage future resources and to establish and support deeper levels of TA and other engagements consistently across Texas.

Intended Outputs that have been Accomplished as a Result of the Implementation Activities

While there was a minor drop in reading proficiency scores for students with disabilities in 2018-2019, the reading proficiency rate from spring 2017 to spring 2019 improved (2017 = 40.8%, 2018 = 47.0%, 2019 = 44.8%). For an analysis of SPED 3-8 STAAR reading proficiency, see *Section 5: Progress Toward Achieving the SiMR*. No results will be obtained for this measure in 2020 due to the suspension of the STAAR testing requirement.[23] The TEA anticipates changes to the SiMR target and possibly other SSIP focused activities and measurements defined by stakeholders for the next reporting period for Indicator 17. However, the day-to-day opportunities and activities will continue to write the narrative in achieving outcomes for students with disabilities in reading (see Figure 2).

[23] https://gov.texas.gov/news/post/governor-abbott-waives-staar-testing-requirements

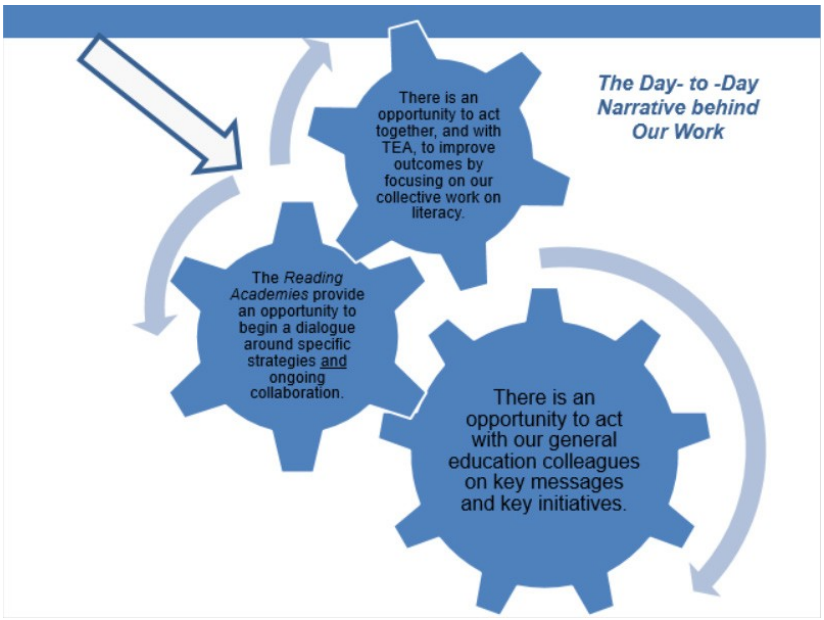

Figure 2. Identified opportunities in adaptive strategies.

Stakeholder Involvement in SSIP Implementation

How Stakeholders have been Informed of the Ongoing Implementation of the SSIP

Stakeholders have been informed in many ways of the ongoing implementation of the SSIP. In 2019-2020, the State instituted the new special education monitoring, review, and support system (i.e., DMS system). State assessment for students in special education is integral to this system. One requirement of this system is for all LEAs in Texas to annually complete an online self-assessment, where they evaluate and rate their special education programs by identifying areas of both compliance and student performance needing improvement. This new system also includes a six-year monitoring cycle, where LEAs participate in desk reviews and on-site visits. Each year of the six-year cycle is partitioned into three groups. Stake holders have been informed about the State's commitment to improve special education reading proficiency rates. A listing of when stakeholders have been informed, includes:

- *January 2019:* Review and Support Monitoring Pilot: Pre-pilot stakeholder survey (*n* = 1352)
- *February 2019:* Review and Support Monitoring Pilot: Best practices interviews with LEA leadership team for eight pilot LEAs
- *April – May 2019:* Special education director engagement at 20 regional ESCs to gather feedback on monitoring process development
- *May – June 2019:* Review and Support Monitoring Pilot: Post-pilot participation survey of stakeholders who directly engaged with the TEA during pilot monitoring activities 98% approval rate for new monitoring practices (*n* = 49)
- *July 2019:* Texas Council of Administrators of Special Education (TCASE) presentation about special education monitoring updates at the TEA

- *August 2019:* Review and Support Monitoring Pilot Process and Results: TEA webinar available to statewide special education stakeholders (distributed via the SPED ListServ) ~400 participants
- *September 2019:* Differentiated Monitoring and Support webinar available statewide to all special education stakeholders (distributed via the SPED ListServ) ~800 participants
- *November – December 2019:* Small and Rural Schools Connections Conference (Region 6, Region 10, Region 17, Region 20)
- *March 20, 2020:* The TEA received approximately 2800 individual responses to the Cycle I Group II stakeholder survey conducted during the comprehensive desk reviews.

How Stakeholders have had a Voice and been Involved in Decision-Making regarding the Ongoing Implementation of the SSIP

Stakeholder input has been the cornerstone of the Texas Continuous Improvement Process (TCIP).[24] The TCIP's reliance on stakeholder input was critical to establishing both the SSIP and the SiMR. Input was gathered through a variety of statewide methods, including surveys, public forums, public hearings, and stakeholder meetings. To ensure representative feedback, a geographic and ethnic diversity approach toward obtaining stakeholder input was utilized. Key stakeholder roles follow a recruitment plan based on a variety of input needs. Key roles on all advisory or informal workgroups include parents, teachers, and campus and LEA administrators. Members of the stakeholder groups are typically represented by LEA and campus administrators, special education directors, special education teachers, generally education teachers, parents, higher education institutes, advocacy agencies, professional groups, ESCs, related state agencies, related service providers, evaluation personnel, and other stakeholder groups.

[24] https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/texas-continuous-improvement-process

3. Data on Implementation and Evaluation of Improvement Strategies

This section reports data on the implementation and outcomes of the SSIP. It is divided into three main parts. The first part describes how the State monitored and measured outputs. The second part describes how the State demonstrated progress, and the third part reports stakeholder involvement.

Monitoring and Measuring Outputs

How Evaluation Measures Align with the Theory of Action
The improvement strategies and their implementation and evaluation are aligned with the theory of action framework (see *Section 1: Summary of Phase III*). These improvement strategies guide actions from the state, regional ESCs, and LEAs to improve 3-8 reading proficiency rates to achieve the SiMR.

Data Collection on the Improvement Strategies
Data were collected on the improvement strategies to establish baseline data and to formatively assess progress of each activity (for data to assess progress toward the SiMR, see *Section 5. Progress Toward Achieving the SiMR*). Different data were collected for the different improvement strategies:

Improvement Strategy 1: Resource Allocation

- ***Data Source:*** Fiscal and Grant Divisions
- ***Collection Procedure:*** Supported by budget, grant quarterly reports
- ***Timeline:*** Annual allocations

Improvement Strategy 2: Expand Initiatives and Opportunities

- ***Data Source:*** Ten Networks and ESC SECIPs
- ***Collection Procedure:*** Self-reported by grantee, data collected via the eGrant online application
- ***Timeline:*** Networks report metric quarterly to the Initiatives Lead at TEA and annually during the summer

Improvement Strategy 3: Communicate Standards and Expectations to Teachers and Instructional Support Personnel

- ***Data Source:*** Grant compliance data, personnel participation and outcomes
- ***Collection Procedure:*** LEA provides compliance assurances in grant funding application, TEA division led initiative outputs reports
- ***Timeline:*** Annual during the summer, annual- event driven

Improvement Strategy 4: Collaborate with Institutions, Organizations, Agencies, and Other Stakeholders

- ***Data Source:*** ESC Liaison Grants (specific to reading), monitoring data– Review and Support
- ***Collection Procedure:*** Reported via Qualtrics survey platform; reported via secure LEA accessed data platform
- ***Timeline:*** Liaisons report progress quarterly, triannual monitoring reporting by Review and Support

The above data elements are for assessing the improvement activities. The purpose of this assessment is to establish baseline data and formatively evaluate progress toward achieving the SiMR.

How the State has Demonstrated Progress

Tables 1 through 4 show baseline data and formative metrics for assessing progress toward achieving the improvement strategies (for a review of the strategies, see *Section 1: Summary of Phase III*).

Improvement Strategy 1: Resource Allocation to Support Reading Outcomes

The first improvement strategy is the *allocation of resources to support state, regional, and local efforts to improve reading outcomes* for 3-8 students in special education. Table 1 reports outcomes of the first improvement strategy in terms of baseline data and formative evaluations.

Table 1

Improvement Strategy 1: Activity, Baseline Data, and Formative Assessment

Activity	Baseline	Formative Assessment
1A: Increase Professional Capacity	2015-2016 timeline. Goal: Increase the capacity of TEA special education support by increasing the number of TEA SPED personnel Baseline: TEA Special Education Personnel Total employees: 20	2019-2020 TEA Special Education Personnel Total employees: 74 (approximation) 270% increase in the number of special education personnel at TEA from 2015 to 2020.
1B: HB 3 Dyslexia Allotment	2020-2021 baseline year. Goal: Increase the identification and provide appropriate services to students with dyslexia Passed during the 86th Texas Legislature (2019), baseline year data will begin in the 2020-2021 school year.	Projected to include all LEAs who access the Dyslexia Allotment funds, and how funds will increase identification and provide appropriate services to students with dyslexia.
1D: ESC Special Education Liaisons	2019-2020 Liaison reports related to reading supports: ESC 4 - Houston, ESC 16 - Amarillo, ESC 19 - El Paso, ESC 20 - San Antonio Goal: Support LEAs by dissemination information, conducting training and consultation for both federal and state special education programs responsive to LEA needs.	Quarterly through Qualtrics based on annual LEA goals.

Improvement Strategy 2: Expand Initiatives and Opportunities to Support Reading Outcomes

The second improvement strategy is *expanding initiatives and opportunities to support improved reading outcomes* for 3-8 students in special education. Table 2 reports outcomes of the second improvement strategy in terms of baseline data and formative evaluations.

Table 2

Improvement Strategy 2: Activity, Baseline Data, and Formative Assessment

Activity	Baseline	Formative Assessment

2A: Child Find, Evaluation, and ARD Supports Network (ESC 4)	2019-2020 baseline year. Goal: By August 2020, 100% of ESCs and 10% of LEAs will receive professional development, technical assistance, and support from the grantee of the Child Find, Evaluation, and ARD Support Network regarding effective and innovate practices of Child Find, Evaluation, and ARD Support as evidenced by logbook entries by Network 1 specialists	In progress, however preliminary formative data includes: SWEP conference: • 95% (19 of 20) of ESC network representatives & 57% of LEAs (691 LEAs) Virtual Workshops: • 100% of ESCs & 18% of LEAs (214 LEAs) • 100% of ESCs & 15% of LEAs (176 LEAs) • 100% of ESCs & 25% of LEAs (305 LEAs)
2B: Inclusion in Texas Network (ESC 20)	2019-2020 baseline year. Goal: Investment: 90% of participants in the professional development demonstrate their competency on evidence-based strategies provided during a competency-based exit survey that tests understanding of content. Adoption: 65% of participants will demonstrate implementation with fidelity of the strategies provided during specially designed supports/action research projects. This will be measured by the fidelity of implementation rubrics administered by grantee.	In progress, however preliminary formative data includes: Investment: Data not gathered due to cancelation of trainings for COVID-19 pandemic. 2/5 projects had reported data, others had not begun projects. • ESC 10 = 50% of participants were demonstrating implementation with fidelity • ESC 20 = 76% of participants were demonstrating implementation with fidelity
2C: Texas Statewide Leadership for Autism Training (TSLAT; ESC 13)	2019-2020 baseline year. Goal: 100% of educators will have access to online courses and resources to increase knowledge, understanding and implementation of EBP in reading	In progress, however preliminary formative data includes: 1034 educators have earned partial credit and learned various EBPs
2D: Tiered Interventions using Evidence-Based Research (TIER) Network (University of Texas)	2019-2020 baseline year. Goal: 100% of ESCs will participate in the trainer-of-trainers institute 20% or more of LEAs within each region will designate at least one campus team to participate in high-quality training on the implementation of the MTSS by August 2020	In progress, however preliminary formative data includes: Each ESC was to send 3 people, so 3 x 20 = 60. We have 31 of 60 registered participants as of Q1
2E: Texas Sensory Support Network	2019-2020 baseline year. Goal:	In progress, preliminary formative data being collected

(ESC 11)	85% of professionals working with students who are blind or visually impaired, deaf or hard of hearing, or deaf-blind implement the skills reinforced through coaching and report improved student outcomes.	for progress toward the annual goal.
2F: Texas Complex Access Network (ESC 3)	2019-2020 baseline year. Goal: 70% of teachers and instructional assistants who attend EBP professional development will be observed implementing at least one high yield EBP with fidelity as measured using a fidelity implementation checklist during a follow-up coaching session.	In progress, preliminary formative data being collected for progress toward the annual goal.
2G: Texas Lesson Study (TXLS)	2019-2020 baseline year. Goal: 10% of all Texas teachers will be reached by 2023, but the potential for impact includes every student in Texas (TEA Strategic Plan 2019-2023)	In progress, preliminary formative data being collected for progress toward the annual goal.

Improvement Strategy 3: Communicate Standards and Expectations to Teachers and Instructional Support Personnel to Improve Reading Outcomes

The third improvement strategy is to *communicate standards and expectations for teachers and instructional support personnel to improve reading outcomes* for 3-8 students in special education. Table 3 reports outcomes of this improvement strategy in terms of baseline data and formative evaluations.

Table 3

Improvement Strategy 3: Activity, Baseline Data, and Formative Assessment

Activity	Baseline	Formative Assessment
3A: HB 3 Reading Academies	2020-2021 baseline year. Goal: By August 2021, K-5th grade teachers in low-performing schools and schools with high percentages of students qualifying for free and reduced-price lunch will have participated in a teacher literacy achievement or a reading-to-learn academy and received access to high-quality content and instructional strategies aligned to the TEKS (per SB 925 and SB 972 (84th Texas Legislature) (TEA Strategic Plan 2017-2021 and TEA Strategic Plan 2019-2023)	New and will be required Jan. 1, 2021 In progress, data will be assessed September 2021 New and will begin in SY 2020-2021
3B: HB 3 Science of Teaching Reading (STR) Exam	2021-2022 baseline year Goal: • The Science of Reading Exam will be required for teachers seeking new certifications for PK-6th grade	New and in the initial planning phases

3C: Reading Excellence and Academies Development (READ)	2016 summer. Goal: Increase teachers' knowledge, understanding, and systematic use of effective, research-based, and scientifically validated reading instruction ESCs and LEAs will hire a full-time literacy coach to provide development sessions, instructional coaching to teachers, as well as training and instructional collaboration to LEA and school leader cohort participants.	In progress 17,000 teachers directly accessed the academies during the summer of 2016 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.
3D: Special Education Teacher Certification Redesign (SBEC)	2019-2020 timeline. Goal: Certification redesign to improve current, broad special education certificate by creating a deaf/blind supplemental certificate and multiple new certificates by grade level and degree of student support needed.[25]	New and in the initial planning phases.
3E: Revised Educational Diagnostician Exam	2021-2022 baseline year. Goal: Revise educational diagnostic certification and test alignment of framework with updated standards	Completed The newly approved test framework was posted in Jan. 2020. In progress TEA is working on approving specific test items for the exam
3F: HB 3 Early Childhood Literacy Plans	2020-2021 baseline year. Goal: Improve reading proficiency, school boards must create and implement early childhood plans and include annual goals targets for student growth in closing the gaps, and to target professional development for classroom teachers to meet student needs.	New and in the initial planning phases. Projected to include all LEAs who implement as required under HB3

Improvement Strategy 4: Collaborate with Institutions, Organizations, Agencies, and Other Stakeholders to Support Positive Reading Outcomes

The fourth improvement strategy is to *collaborate with institutions, organizations, agencies, and stakeholders to support positive reading outcomes* for 3-8 students in special education. Table 4 reports outcomes of this improvement strategy in terms of baseline data and formative evaluations.

[25] 19 TAC Chapter 235

Table 4

Improvement Strategy 4: Activity, Baseline Data, and Formative Assessment

Activity	Baseline	Formative Assessment
4A: Monitoring, review, and support activities Increase monitoring, review, and support activities through collaboration with LEAs	2016-2017 LEAs monitored Total LEAs: 108	2019-2020 LEAs Monitored Total LEAs: 207 92% increase from 2016-2017 to 2019-2020 in the number of LEAs that were monitored for special education. Monitoring activities included policy reviews for LEAs in Cycle 1, Groups 1 – 3 of the new DMS system and self-assessment, desk reviews, and on-site visits for LEAs in Cycle 1, Groups 1 and 2. A total of 137 LEAs in either Cycle 1, Group 3 or targeted monitoring were excluded from DMS monitoring in 2019-2020 because of COVID-19. These LEAs will be included in DMS monitoring activities for 2020-2021.
4B: SB 2090 Dyslexia monitoring project The dyslexia monitoring process will effectively audit, monitor, and periodically conduct on-site visits of LEAs to ensure compliance with SB 2570 and the program approved by the SBOE.	Implement during the 2019-2020 school year with infrastructure changes. Goal: Increase staffing capacity to implement expanded monitoring capabilities for dyslexia programs. Improve access to and student outcomes through the state dyslexia protocol program.	In progress, however preliminary formative data includes: 2 additional FTEs were hired to specifically address dyslexia monitoring for the upcoming 2020-2021 school year.
4C: TEA Special Education **Stakeholder Engagement initiative**	Database/website for stakeholders who are interested in contributing to state-level special education efforts University of Texas provides facilitation for stakeholder committees and focus groups	In progress

Stakeholder Involvement in the SSIP Evaluation

How Stakeholders have been Informed of the Ongoing Evaluation of the SSIP

Stakeholders were informed about the ongoing evaluation of the SSIP. SSIP information on the measurement, results, intervention/monitoring requirements, and announcements relevant to the 3-8 STAAR reading proficiency rates have been made publicly available to stakeholders via the TEA online website. Per federal and state rules and regulations, the State publicly reports annual LEA performance and determinations of RDA Indicator 1(ii) at the LEA, regional, and state levels on its website for all stakeholders to view, download, and analyze.[26,27] In addition, the State annually provides an updated RDA manual, RDA performance framework, RDA guidance document, and information on intervention/monitoring requirements based on LEA performance to stakeholders.[28]

How Stakeholders have had a Voice and Been Involved in Decision-Making regarding the Ongoing Evaluation of the SSIP

Stakeholder involvement has been integral to the evaluation of the SSIP. Stakeholders were involved in setting reading proficiency targets for the SiMR (see *Section 5: Progress Toward Achieving Intended Results)*. For example, on November 13, 2019, a stakeholder group from the Texas Continuous Improvement Steering Committee (TCISC) convened and provided input on the special education 3-8 STAAR reading proficiency targets. This stakeholder group advised the TEA to continue the identified 70% target for FFY 2019. Stakeholders agreed the coherent improvement strategies implemented at the state, regional, and local levels continue to be critical to improving 3-8 reading proficiency rates. Current initiatives listed in the SSIP are not intended to be an exhaustive list, but rather they are a list of initiatives believed to have the greatest impact on the SiMR. Stakeholders adhered to the belief that quality over quantity should be the focus for selecting improvement strategies thought to ensure positive reading outcomes. Ongoing discussions with stakeholders, beginning in Summer 2020 and beyond will help guide how well current and evolving initiatives align with the SSIP.

[26] The Individuals with Disabilities Education Improvement Act (IDEA) 2004 requires states to report annually to the public on the performance of each LEA in the state on the targets in the SPP/APR determinations.

[27] https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-reports-and-data

[28] https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda

4. Data Quality Issues

This section describes data quality issues. It is divided into three parts. The first part describes concerns related to data for assessing progress. The second part describes implications of the data quality concerns, and the last part describes plans for improving data quality.

Concerns or Limitations Related to the Quality or Quantity of Data used to Report Progress or Results
Data limitations can affect progress reporting on the SiMR. Data in the SiMR differs from reading data reported in SPP Indicator 3C in that SiMR includes only grades 3-8. Additionally, the TEA ESSA plan revised the achievement measurement of proficiency to include students with a proficiency level of "meets grade level or above" beginning in FFY 2017 and captured in SPP Indicator 3C. SiMR data is aligned to RDA Indicator 1(ii) and includes a growth proficiency standard.

Implications for Assessing Progress or Results
Data quality concerns regarding the 2019 STAAR data are minimal. No statewide anomalies causing quality concerns were reported. As with all statewide assessment results, student absenteeism, local irregular student level testing occasions, and other minor student level test-day conditions may attribute to local or district quality concerns that can impact statewide results. These are all considered each year.

However, noted for the next cyclical testing reporting period, the 2020 statewide testing results will be impacted. On March 11, 2020 the World Health Organization (WHO) declared the global spread of the novel coronavirus (COVID-19) a pandemic.[29] Days later the Governor of Texas, Greg Abbott, declared a state of disaster in Texas on March 13, 2020,[30] and on March 16, 2020 Governor Abbott waived the STAAR testing requirement for Texas public school.[31] Then on March 19, 2020 Governor Abbott issued an executive order requiring all schools in Texas to temporarily close.[32] The next day "U.S. Secretary of Education Betsy DeVos announced [that] students impacted by school closures due to the coronavirus (COVID-19) pandemic can bypass standardized testing for the 2019-2020 school year."[33]

Although the actions taken by the Texas governor and U.S. Secretary of Education protected the health and safety needs of student and school personnel in Texas, the implications of bypassing standardized testing for the 2019-2020 school years means that statewide reading assessment data cannot be collected or reported next year to update the SSIP and measure progress toward the SiMR. Although this is a concern, it is also an opportunity to explore other options for assessing reading proficiency (for more information on addressing data quality concerns, see *Section 6: Plans for Next Year*).

Plans for Improving Data Quality
Improving data quality relies on improving data collection, analysis, and reporting to support decision-making. Additional staffing for a dedicated special education programmatic data analyst was prioritized. A major responsibility for this analyst is to conduct quantitative studies with a particular focus on reading performance. These activities are positioned to drive decision making for improved supports and to improve the quality of data through its collection, storage, management, analysis, and reporting.

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[29] https://www.who.int/dg/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19---11-march-2020
[30] https://gov.texas.gov/news/post/governor-abbott-declares-state-of-disaster-in-texas-due-to-covid-19
[31] https://gov.texas.gov/news/post/governor-abbott-waives-staar-testing-requirements
[32] https://static.texastribune.org/media/files/f9443207c5056651481c67b28183f372/EO-GA_08_COVID-19_preparedness_and_mitigation_FINAL_03-19-2020_1.pdf
[33] https://www.ed.gov/news/press-releases/helping-students-adversely-affected-school-closures-secretary-devos-announces-broad-flexibilities-states-cancel-testing-during-national-emergency

5. Progress Toward Achieving the SiMR

This section is about progress toward achieving the SiMR. It is divided into five parts. The first part reviews the alignment of the SiMR with the theory of action. The second part outlines the data collected to assess the SiMR. The third part discusses infrastructure changes that support the State's progress while the fourth part discusses outcomes regarding progress toward objectives. In the last part, results are presented that document progress toward achieving the SiMR.

How Evaluation of the SiMR Aligns with the Theory of Action

The SiMR represents the desired outcome achieved as a consequence of implementing the four improvement strategies listed in the theory of action (see *Section I: Summary of Phase III*). In the fall of 2019, stakeholders agreed to set the 3-8 special education reading proficiency target at 70%.

Data Collection for Assessing the SiMR

Data were collected to evaluate progress toward achieving the SiMR. The purposes of such collection were to set a baseline from which improvement in special education 3-8 STAAR reading proficiency rates could be measured and to annually assess 3-8 reading proficiency against the target proficiency rates established with stakeholders (see *Section 3c. Stakeholder Involvement in the SSIP Evaluation*).

Table 5 organizes the collection of data in terms of its sources, collection procedures, and timelines.

Table 5

Data Collection for SPED Reading Progress Toward Achieving the SiMR

Data Source[34]	Indicator	Measure	Collection Procedure	Timeline	Unit of Analysis	Result[35]
State of Texas Assessment of Academic Readiness (STAAR)	SPED Indicator #1(ii): SPED STAAR 3-8 Passing Rate	Percent of SPED students with minimum level of satisfactory performance or higher on the STAAR 3-8 reading assessments based on the Texas Essential Knowledge and Skills (TEKS)	• ETS Testing Contractor (Consolidated Accountability File-CAF) • Assessment Division • Performance Reporting Division	• Students assessed: April-June • Results available: November	Statewide data based on both LEAs and regional ESCs	Definitive (e.g., 70% LEA students met satisfactory performance on the STAAR)
State of Texas Assessment of Academic Readiness (STAAR)	SPED Indicator #2(ii): SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate	Percent of students formerly served in SPED who met the minimum level of satisfactory performance or higher on the STAAR 3-8 reading	• ETS Testing contractor (Consolidated Accountability File-CAF) • Assessment Division	• Students assessed: April-June • Results available: November	Statewide data based on both LEAs and regional ESCs	Definitive (e.g., 70% LEA students met satisfactory performance on the STAAR)

[34] https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2019-accountability-faqs#q93

[35] https://tea.texas.gov/sites/default/files/2019%20Student%20Assessment%20DV%20Manual%20.pdf

		assessments based on the Texas Essential Knowledge and Skills (TEKS)	• Performance Reporting Division			

Infrastructure Changes that Support SSIP Initiatives, including How System Changes Support Achievement of the SiMR

The TEA's continuing and planned infrastructure changes and the delivery of quality statewide TA and resources are designed to improve the services and supports needed to increase reading proficiency levels for 3-8 students with disabilities who receive special education. The TEA has committed additional resources and expanded its capacity to provide oversight and targeted engagement over special education programs. For example, the Department of Review and Supports new DMS system aims to be inclusive of all LEAs in Texas, helping to improve compliance and statewide performance (See *Section 3: Data on Implementation and Evaluation of Improvement Strategies*). Additionally, the TEA has committed additional support by redesigning the TA networks, expanding the number of state TA staff, and by executing agency wide initiatives related to reading outcomes.

Outcomes Regarding Progress Toward Short-Term and Long-Term Objectives that are Necessary Steps Toward Achieving the SIMR

Ongoing connections across infrastructures, the inclusion of metrics, measures in network project plans, and expected stakeholder engagements support strategy implementation. Some benchmarks about progress toward short-term goals include how well resources are being used; how well participants are engaged with implementation and fidelity; how knowledgeable stakeholders are of expectations, standards, and results and how prepared practitioners are upon completion of training. These metrics have been expanded and are anticipated to be predictive of student outcomes often based on lag measures for statewide projects (See *Section 3: Data on Implementation and Evaluation of Improvement Strategies*).

The TEA has taken steps to increase capacity through strategies identified in the LbC principles. ESC leaders can help to better distribute resources, increase participant engagement in implementing evidenced-based practices with fidelity, and increase knowledge and preparation of stakeholders and practitioners. Two-way active engagement is necessary to achieve short-term and long-term goals of the SSIP. Preliminary results show elevated levels of engagement and positive outcomes about implementation activities, short-term goals, and the positive impact on increased reading ability.

Measurable Improvements in the SIMR in Relation to Targets

Data analysis suggests the State made measurable progress toward achieving the SiMR. Reading proficiency (i.e., passing rate) was measured using the State's RDA Indicator 1(ii). This indicator is aligned to the SiMR because it measures the percentage of 3-8 students in special education who met the minimum level of satisfactory performance or higher on the STAAR reading test.

Table 6 indicates the State did not meet the 70% 3-8 special education reading proficiency target. The 2019 reading proficiency rate was 44.8%. There was also a decrease in the passing rate from 47% in 2018 (n = 98,969) to 44.8% in 2019 (n = 111,808). However, longitudinally there has been an increase in the 3-8 special education reading proficiency rate since the initial baseline in FFY 2015.

Table 6

Baseline Data, Targets, and Progress for SPED 3-8 STAAR Reading Proficiency (2015-2019)

FFY	2014[36]	2015[37] Baseline	2016[38]	2017[39]	2018[40]	2019[41]
Target	--	60.0%	60.0%	62.0%	65.0%	70.0%
Data	65.5%	*39.6%	39.9%	40.8%	47.0%	44.8%

In 2019, a total of 249,486 students in special education grades 3-8 took the STAAR reading test, of which 44.9% (n = 111,808) achieved a passing rate in reading. Figure 3 shows a histogram of the distribution of passing rates on the special education reading STAAR test by LEA. Passing rates ranged from a maximum of 92.9 to a minimum of 9.1 (μ = 44.8, σ = 14.3). Both skewness (0.46) and kurtosis (0.54) suggest the data are approximately normally distributed. Figure 3 also shows over a dozen outliers outside the overall pattern of the distribution.[42] These LEAs had a higher reading proficiency rate on the special education 3-8 STAAR test than approximately 97% of the other LEAs in Texas.

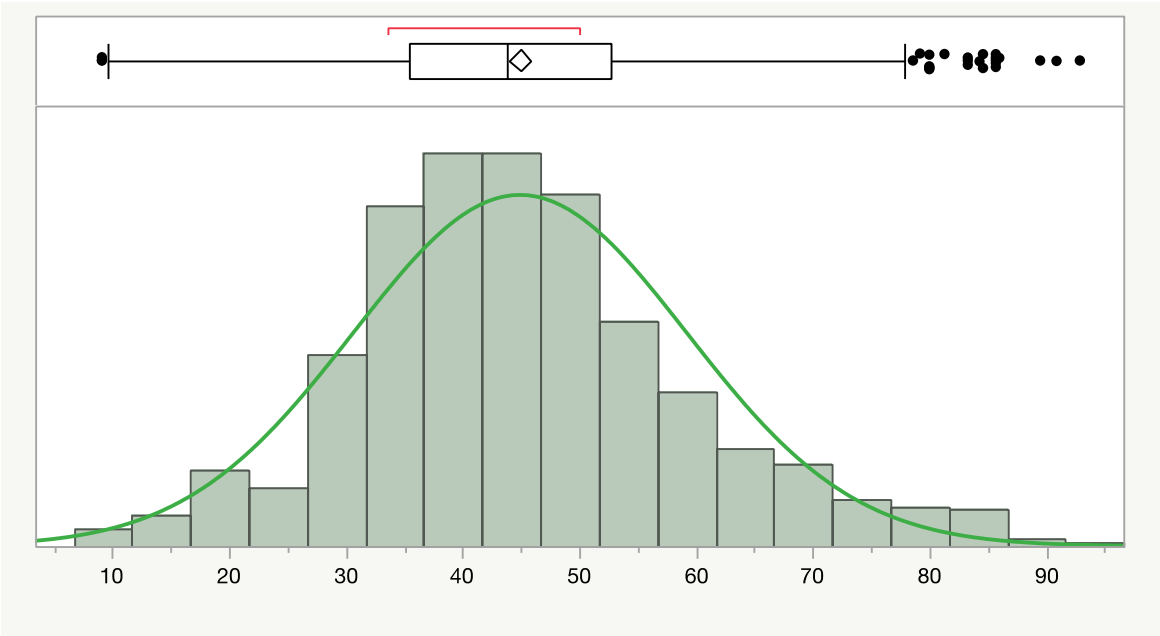

Figure 3. Distribution of 2019 SPED 3-8 STAAR reading proficiency rates. This analysis was based on masked data that complies with the federal Family Educational Rights and Privacy Act (FERPA). Data are publicly available for download via the TEA website: https://rptsvr1.tea.texas.gov/pbm/download.html

[36] https://tea.texas.gov/sites/default/files/2014PBMASstateReport.pdf
[37] https://tea.texas.gov/sites/default/files/2015PBMASstateReport.pdf
[38] https://tea.texas.gov/sites/default/files/2016PBMASstateReport.pdf
[39] https://tea.texas.gov/sites/default/files/2017%20PBMAS%20State%20Report.pdf
[40] https://tea.texas.gov/sites/default/files/2018%20PBMAS%20State%20Report.pdf
[41] https://tea.texas.gov/sites/default/files/2019RDAstateReport.pdf
[42] Outliers outside the overall pattern of the distribution extend beyond the box plot whiskers. Such outliers are formerly defined as Q3 + 1.5(IQR), where Q3 is 52.6 and IQR is 17.2. Thus, 52.6 + 1.5(17.2) = 78.4. By this definition, LEAs were considered outliers if their 3-8 STAAR reading passing rate was greater than 78.4%.

Figure 4 shows the distribution of special education students in Texas who took the 3-8 STAAR reading test from 2015 to 2019. In light of the decrease in the 3-8 STAAR reading passing rate from 47% in 2018 to 44.8% in 2019, Figure 4 shows that Texas had an influx of students admitted into special education from 2018 (*N* = 210,384) to 2019 (*N* = 249,486). This influx represents an 18.59% increase in the State's 3-8 special education population taking the STAAR reading test. The recent increase in the special education population may help explain to some degree the decrease in the 2019 STAAR passing rate.

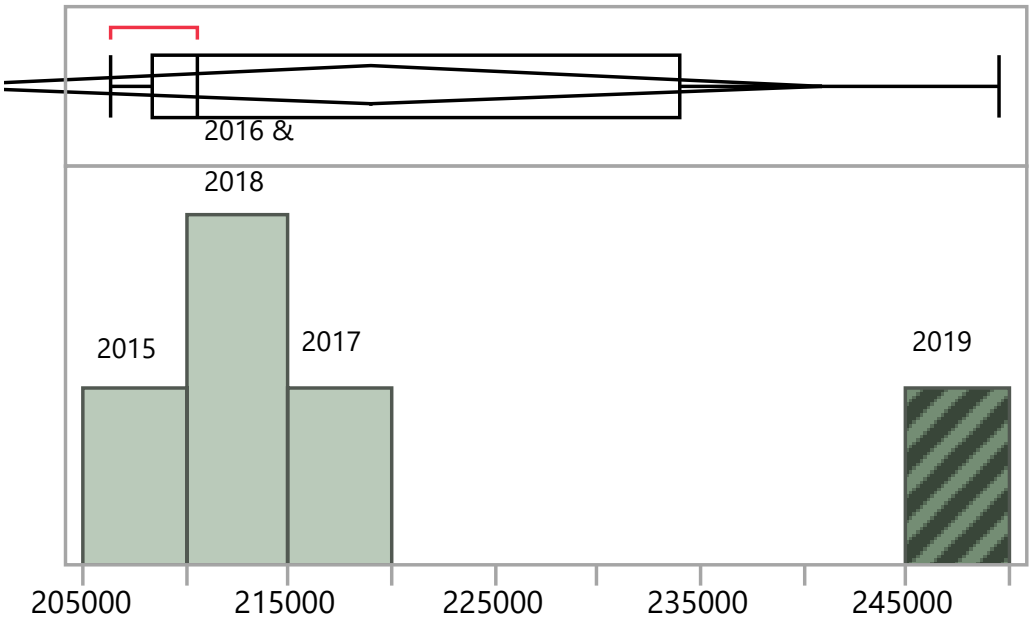

Figure 4. Distribution of SPED population taking the 3-8 STAAR reading test (2015-2019).

Figure 5 places the special education reading 3-8 STAAR passing rate for 2019 within a broader, longitudinal context. This figure displays an analysis of regional special education 3-8 passing rates by school year from 2015 to 2019. The scatter plot for each year is based on the special education 3-8 reading proficiency rate for each of the 20 ESC regions in Texas. The regional distribution of passing rates are overlaid with grouped boxplots. The boxplots show the passing rates are symmetrically distributed each year. But there is also year-to-year variation in the passing rates. This variation suggests a positive, upward moving trend for reading from 39.6% (*n* = 81,825) in 2015 to 44.8% (*n* = 111,808) in 2019. The 2019 dip in the reading proficiency rate from 47% to 44.8% may be attributable to common-cause variation that is naturally occurring in the educational environment. Figure 5 illustrates such natural variation longitudinally while also showing yearly variation in reading proficiency rates.

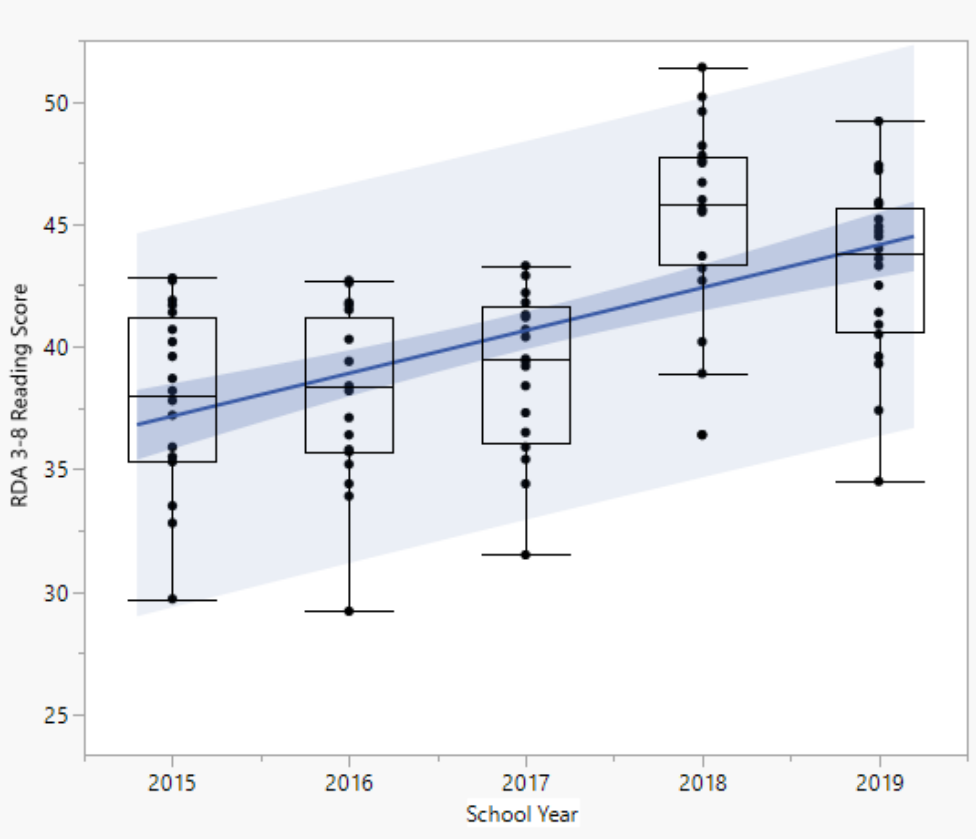

Figure 5. Grouped boxplots for SPED 3-8 STAAR regional reading proficiency rates (2015-2019).

Table 7 shows special education reading 3-8 STAAR passing rates by ESC region from 2015 to 2019.

Table 7

Regional SPED 3-8 STAAR Reading Proficiency Rates

ESC	2015 Baseline	2019	2018	2017	2016	2017-2019 Change*
ESC 1	33.5	45.8	46.0	39.2	35.8	6.6
ESC 2	38.7	44.7	47.8	42.9	40.3	1.8
ESC 3	32.8	39.3	38.9	34.4	33.9	4.9
ESC 4	40.2	45.2	47.5	41.2	40.3	4.0
ESC 5	35.5	39.6	43.2	35.4	37.1	4.2
ESC 6	37.2	40.9	43.7	38.4	39.4	2.5
ESC 7	38.2	44.0	46.7	39.5	38.2	4.5
ESC 8	35.3	43.3	45.6	37.3	36.4	6.0
ESC 9	35.3	37.4	40.2	34.4	35.2	3.0
ESC 10	42.7	47.2	49.6	43.3	42.7	3.9
ESC 11	41.4	45.9	47.6	42.2	40.8	4.1
ESC 12	37.8	43.6	43.7	39.4	38.4	4.2
ESC 13	41.7	44.9	48.2	41.8	41.5	3.1
ESC 14	42.8	44.5	45.5	41.3	41.7	3.2

ESC 15	37.2	40.5	42.7	35.9	35.7	4.6
ESC 16	40.7	47.4	50.2	40.7	39.4	6.7
ESC 17	35.9	41.4	43.7	36.5	34.4	4.9
ESC 18	29.7	34.5	36.4	31.5	29.2	3.0
ESC 19	41.9	49.2	51.4	42.9	42.6	6.3
ESC 20	39.6	42.5	46.0	40.4	38.4	2.1
State	39.6	44.8	47.0	40.8	39.9	4.0

Note. The values in the 2017-2019 Change column for the STAAR 3-8 indicator are not entirely comparable because they reflect changes in rates regardless of changes to student performance standards.

Lastly, Figure 6 complements previous results by illustrating the 3-8 STAAR reading passing rates for students the year-after-exiting special education. Reading proficiency results ranged from a minimum of 11.1% to a maximum of 98.7% with a mean passing rate of 71.56% and a median passing rate of 75.3% (n = 14,680).[43] Unmasked data results indicated a passing rate on the special education 3-8 STAAR reading test of 77.2%. The distribution is slightly negatively skewed. This negative skew means there is a relatively high frequency of LEAs with high reading proficiency rates on the statewide assessment and the reading proficiency rates decrease in frequency toward the low end of the scale. Results indicated that students who exited special education after having received such services the previous year not only met but also exceeded the State's special education reading proficiency target of 70%.

Plans for analyzing the relationship between SPED year-after-exit passing rates in reading and special education reading 3-8 STAAR passing rates are discussed in *Section 6: Plans for Next Year*.

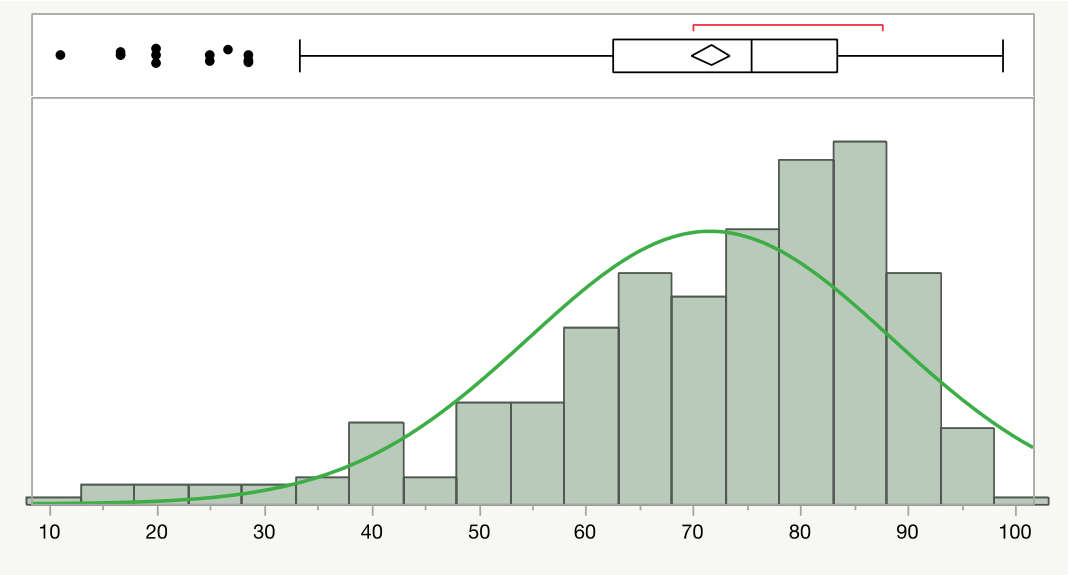

Figure 6. SPED 3-8 year-after-exit STAAR reading proficiency rates in Texas. This analysis was based on masked data that complies with the FERPA. Data are publicly available for download via the TEA website: https://rptsvr1.tea.texas.gov/pbm/download.html.

[43] Data were masked.

6. Plans for Next Year

This section is about plans for next year. It is divided into four parts. The first part discusses planned activities for next year. The second part includes planned evaluation activities like data collection and analysis. The third part includes potential barriers that may affect the SSIP's implementation, and the last part discusses foreseeable support or technical assistance the State may need.

Additional Activities to be Implemented Next Year

Several activities are in development that the State intends on implementing within the next year. Planning is underway to create a parsimonious monitoring, review, and support system that integrates the federal SPP/APR system with the State's new RDA system (i.e., integrating federal and state rules and regulations for special education). This integration will streamline multiple accountability practices and prioritize essential data sources while taking into consideration the policy priorities of the TEA and internal and external stakeholder feedback (e.g., parents, regional ESCs, LEAs, TEA personnel, and other community members). Part and parcel to the new RDA system is the development, testing, and refinement of a risk assessment index. This risk assessment index leverages a machine learning approach and longitudinal data over a minimum of three years to predict the factors that affect special education programs the most. Based on the results of the risk assessment index, a reporting protocol will be developed to drive LEA's overall continuous improvement planning and development.

Planned Evaluation Activities: Data Collection, Measures, and Expected Outcomes

Data analysis is integral to making reasoned decisions that impact education policy and practice. While the risk assessment index discussed above helps broadly classify LEA performance based on different risk factors, it is crucial to design and conduct statistical testing on the factors that impact special education 3-8 STAAR reading proficiency results. Planned evaluation activities include exploratory data analysis (EDA) that disaggregates and analyzes the relationship among STAAR reading results and student grade level, socioeconomic status, disability, race, gender/sex, geographic location, and other school level or societal factors. Data analysis will also focus on examining outlier LEAs with higher or lower reading proficiency rates.[44,45] Moreover, future data analysis will examine the effect of special education 3-8 year-after-exit reading proficiency rates on the 3-8 reading proficiency rates of students still being served in special education. This type of analysis may help inform stakeholders when setting annual targets for measuring progress toward achieving the SiMR. Such data analysis will also help to inform new or expanded interventions to improve the reading proficiency results previously presented in *Section 5: Progress Toward Achieving Intended Improvements*.

Anticipated Barriers and Steps to Address those Barriers

The 2019-2020 statewide annual assessment was suspended because of COVID-19 (for more information, see *Section 4: Data Quality Issues*).[46] The suspension of annual testing is a barrier to collecting statewide special education 3-8 reading proficiency data, carrying out and refining the anticipated risk assessment index, and conducting in-depth data analysis on factors that impact reading results. To address this barrier, the risk assessment index will be modeled both by using three years of previous statewide testing results and by excluding statewide testing results from the model. Another approach that may be used is to treat the absence of statewide assessment data in 2019-2020 as

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[44] Crain, D., & Lysy, C. (2020). *Outlier analyses: Step-by-step guide*. IDEA Data Center. Rockville, MD: Westat.

[45] Crain, D., & Lysy, C. (2016). *IDEA data quality: Outlier analyses brief*. IDEA Data Center. Rockville, MD: Westat.

[46] https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/cancellation-of-staar-testing-for-the-remainder-of-the-school-year

missing data and then use imputation-based methods to replace such missing data with their imputed counterparts.[47] Similarly, a data analysis will be conducted using historical data to understand the factors that have the greatest effect on special education 3-8 reading proficiency.

Needs for Additional Support and/or Technical Assistance

The cancelation of annual statewide testing represents an unforeseen challenge. The State may require additional support in navigating future state and federal directives or requirements that may serve as barriers to implementing current or planned improvement strategies. Necessary steps to address such barriers include meeting challenges as opportunities for growth, further stakeholder engagement, and working with partners at federal, state, and local levels to discern emerging issues with reading.

[47] Cheema, J. R. (2014). A review of missing data handling methods in education research. *Review of Educational Research, 84*(4), 487-508. Retrieved from https://doi.org/10.3102/0034654314532697

Appendices

Appendix I: Statewide Technical Assistance Networks

The TEA received discretionary funds under IDEA-Part B for state-level activities and has disseminated these Part B funds to statewide leadership networks. Such leadership "networks address major, thematic topics that are identified as critical technical assistance and support needs for the state."[48] An overview of the statewide technical assistance networks for special education in Texas is below.

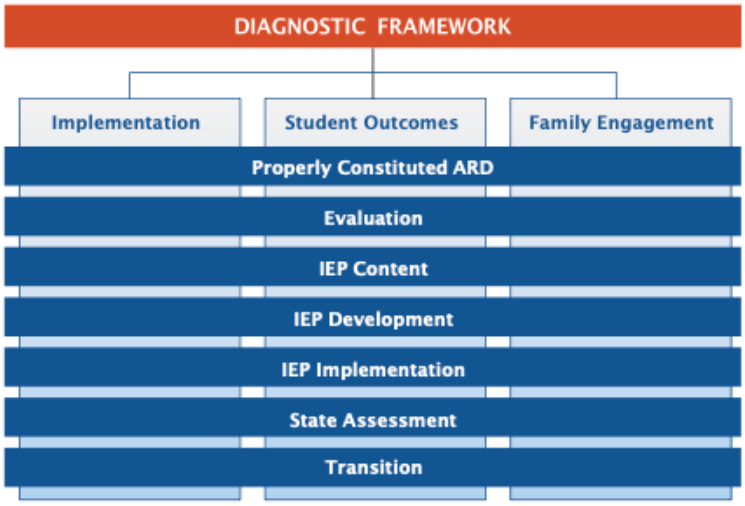
Network	Description
Child Find, Evaluation, and ARD Supports Network	Provide resources and training aligned with effective Child Find practices, evaluations, and collaborative admission, review, and dismissal (ARD) committee processes that lead to a free appropriate public education (FAPE) for students with disabilities.
School, Family, and Community Engagement Network	Provide resources and professional development to build the capacity of educators to work collaboratively with families and community members in supporting positive outcomes for students with disabilities (e.g., SPEDTex website).
Inclusion in Texas Network	Assists LEAs to build capacity and implement instructional programs that provide access to inclusive environments and grade-level standards.
Texas Statewide Leadership for Autism Training (TSLAT)	Increase LEAs' knowledge, understanding, and implementation of evidence-based practices (e.g., training, TA, and resources) that ensure the academic, functional, and behavioral needs of students with autism are met.
Tiered Interventions using Evidence-based Research (TIER)	Develop a comprehensive and coherent training and resources for evidence-based intervention practices across the state. The network strives to increase LEA and ESC capacity to develop and implement an effective, integrated, comprehensive framework for intervention that is grounded in differentiated instruction for all students' academic, behavioral, and social achievement.
Texas CAN Network	Provides statewide leadership and support to increase the capacity of LEAs and families to meet the needs of students with significant cognitive disabilities.
Texas Sensory Support Network (TxSSN)	Ensures support (e.g., communication, mobility, tactile skills, environmental adaptations, diagnosis, evaluation) to infants, toddlers, children, and youth with sensory impairments, their families, and the professionals who serve them.
Small and Rural Schools Network	Build capacity of small and rural LEAs to provide a more equitable level of access for students with disabilities in these communities by developing state-level infrastructures, resources, and professional development to support LEAs' unique challenges like limited resources and geographic remoteness.
Student-Centered Transitions Network (SCTN)	Build a collaborative infrastructure among students, families, LEAs, and communities. The SCTN aims for all students with disabilities to be actively involved in planning, communicating, and evaluating progress toward meeting transition goals from early childhood to high school graduation and post-secondary readiness.
Multiple Exceptionalities and Multiple Needs (MEMN) Network	Supports (e.g., training and resources) students with multiple exceptionalities and multiple needs in special education and in one or more of the following special populations: gifted and talented (GT), English learner (EL), or highly mobile family situation, including military, migrant, foster, or homeless.

[48] https://tea.texas.gov/academics/special-student-populations/special-education/statewide-technical-assistance-networks

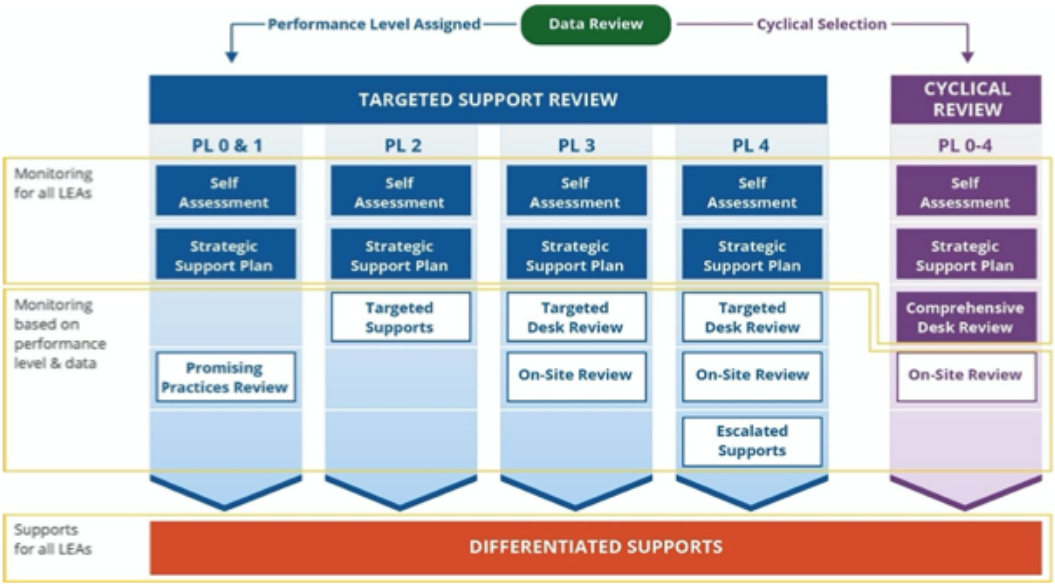
Appendix II: Differentiated Monitoring and Support (DMS) System

Differentiated Monitoring and Support

The Differentiated Monitoring and Support (DMS) diagnostic framework concentrates on three programmatic pillars: **Implementation**, **Student Outcomes**, and **Family Engagement**. These pillars are integral to the analysis of the *seven critical areas of compliance* within the monitoring framework. The diagnostic framework supports the TEA and LEAs in developing differentiated support activities to promote compliance and continuous improvement of outcomes for students with disabilities.



The DMS system consists of two types of special education program monitoring: **Cyclical reviews** and **Targeted reviews**. **Cyclical reviews** determine compliance with federal and state laws and assist LEAs in resolving specific issues or concerns that impact services and outcomes for students with disabilities. **Targeted reviews** determine compliance with federal and state laws and assist LEAs with performance level indicators that identify potential supports. LEA special education programs will participate in a **Cyclical review every six years**. LEAs will receive a **Targeted review** based on a review of compliance data and performance level determination. An LEA will not be monitored in more than one pathway within the same school year.



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Appendix III: Progress on SSIP Implementation

Progress on SSIP Implementation-Examples of professional development (PD) and TA (TA) aligned to the SiMR and provided by the 20 Regional Education Service Centers (ESC)

Regional ESC Activities (Sampling of Reported Activities)	Data/Results

• Provide guidance document with accompanying tools on comprehensive evaluation specifically for the disability conditions of SLD/dyslexia, dysgraphia, dyscalculia, including data integration of multiple sources
• Establish a training portal within SPEDTex website that will:
  ○ provide opportunities for parent training and ability to sign up to receive information and reminders of important dates (ex. Annual ARD date)
  ○ provide access for educators to participate in online training modules and provide a means for tracking the utilization of these training modules by LEAs
• Provide to LEAs a Parent Engagement Model Framework on the essential aspects of successful parent engagement for parents of students with disabilities
• Provide a self-assessment tool for LEAs to evaluate their practices based on the Parent Engagement Model Framework
• ESC will designate a School, Family, and Community Engagement Network designee, and collaborate with the ESC designees to develop campus teams and prioritize needs/training participation for local LEAs.
• Provide a database of professional development resources focused on building the capacity of educators to work collaboratively with families and communities. Example of topics:
  ○ Working Together Series which will be a set of interactive self-directed modules that focus on providing families and educators with several strategies for working together and working through conflict.
  ○ 7 stages of grief for parents of students with disabilities, trauma-informed school resources for training educators; communication skills to facilitate the resolution of disputes; tips on diffusing situations before they elevate; develop training on difference between parent involvement and parent engagement
• Provide PD and TA on Reading/Literacy Academy Companion Trainer of trainer (TOT) Resources specifically addressing how disabilities affect students' learning of reading and math, to include resources that specifically address dyslexia and related disorders. Topics to include:
  ○ How Disabilities including Dyslexia and Related Disorders, Impact Reading and Math
  ○ Accommodating for Disabilities', including Dyslexia and Related Disorders, Impact on Reading and Math, including the Use of Assistive Technology and Universal Design for Learning
  ○ Development of Standards-Based IEPs with an Understanding of the Disability Impact (proposed to be in collaboration with Child Find, Evaluation, and ARDs
• Provide TA and training on all universal supports and collect information on collaborative/customized supports that ESCs provide based on this training/information.
• Provide face to face and on-demand versions of Intervention Best Practices modules and coaching protocols related to:
  ○ Multi-Tiered Systems of Support (MTSS)
  ○ Universal Screening
  ○ Progress Monitoring
  ○ Data-Driven Decision Making and Problem-Solving Teams
  ○ Academic Instruction Within MTSS
  ○ Culturally-Responsive Pedagogy (CRP)
  ○ Positive Behavior Interventions and Supports (PBIS)
  ○ Restorative Practices (RP) and Trauma-Informed Care (TIC)
  ○ Communication with Families
• 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
	Data are tracked through an online application for accounting purposes based on an 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 before the close of the federal fiscal reporting year. Activity reports are reviewed by TEA before renegotiating or appropriating continuing or additional fiscal year funding. ESCs retain additional documentation for audit, analysis, or other improvement planning activities, or another review by the State.
	
	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

needs • Provide training and TA for behavior intervention plan (BIP) and functional behavioral analysis (FBA) training • Act as the first point of contact to provide TA, PD, 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) • Collaborate with Curriculum, Instruction, and Assessment to provide training and/or T/Ato targeted LEAs in understanding the importance of identifying the root causes of students dropping out of school • Provide training/TA in data collection, analysis, interpretation • Provide training and TA on strategies and interventions for struggling readers and writers • Upon request, provide individualized TA and/or training relatedto 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-facesessions • At LEA special education administrator meetings, highlight content training for each semester • Provide support and TA to individual speech and language pathologists (SLPs) and groups of SLPs regarding the MTSS process byproviding training and TA with MTSS topics • Collaborate among the ESC staff to promote cultural awareness training on effective instruction and behavioral strategies • Provide training and coaching for Resiliency and Restorative Practices techniquesand 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 • Training and TA for LEA personnel regarding state assessments for students • with disabilities • Present training that supports the Texas Prekindergarten Guidelines • Provide and facilitate limited English proficient and bilingual training in English language proficiency standards and language proficiency assessmentcommittee • Provide training and TA using sheltered instruction strategiesand collaboration with bilingual and English as a second language consultant • Provide pod training (clustered sites) for teachers of students in low incidence classrooms on structured teaching, lesson plans, assistive technology, andvisual strategies • Collaborate with Behavior Specialist on training and TA indiscipline 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 TA, traditional workshops, and alternate delivery methods to administrators and teachers of students who are deaf and hardof hearing • Collaborate with General Education services to provide training in specific differentiation strategies using the TEKS Resource System tosupport inclusive classrooms • Provide training/TA in data collection, analysis, interpretation • Provide training and TA on strategies and interventions for struggling readers and writers • Upon request, provide individualized TA and/or training relatedto 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-facesessions • At LEA special education administrator meetings, highlight content training for each semester • Provide support and TA to individual speech and language pathologists (SLPs) and groups of SLPs regarding the MTSS process byproviding training and TA with MTSS	

topics • Collaborate among the ESC staff to promote cultural awareness in trainingon effective instruction and behavioral strategies • Provide training and coaching for Resiliency and Restorative Practices techniquesand strategies • Develop and implement a training to support students with mental health issues (e.g., counseling techniques, engagement techniques, and crisis intervention) • Training and TA for LEA personnel regarding state assessments for students • with disabilities • Present training that supports the Texas Prekindergarten Guidelines • Provide and facilitate limited English proficient and bilingual training in English language proficiency standards and language proficiency assessmentcommittee • Provide training and TA using sheltered instruction strategiesand collaboration with bilingual and English as a second language consultant • Provide pod training (clustered sites) for teachers of students in low incidence classrooms on structured teaching, lesson plans, assistive technology, andvisual strategies • Collaborate with Behavior Specialist on training and TA indiscipline 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 TA, traditional workshops, and alternate delivery methods to administrators and teachers of students who are deaf and hardof hearing • Collaborate with General Education services to provide training in specific differentiation strategies using the TEKS Resource System tosupport inclusive classrooms	

Appendix IV: ESC SECIP Progress Toward Increasing Reading Proficiency

2018-2019 ESC SECIP Data Analysis and Implementation

Analysis of RDA Indicator #1 Data	**RDA #1 Indicator Activities**
ESC 1	
Analysis of 3B SPP/RDA Indicator #1 data indicates that 42/43 LEAs met the SPP 3B target of having >95% of children with IEPs participate in Math assessment, while only 35/43 met the target in Reading. There was a decrease of 6.9% of LEAs meeting Math target from FFY13 to FFY14, an increase of 6.8% from FFY14 to FFY15, a decrease of 2.4% from FFY15 to FFY16, and an increase of 2.3% to FFY17. SPP data shows that there was a decrease of 20% (42 to 33 LEAs) in LEAs meeting Reading target from FFY12 to FFY13. Although less LEAs continue to meet the target in Reading than in Math, data shows that there has been an increase of 17.4% (33 to 39 LEAs) in the number of LEAs meeting the target for SPP 3 Reading within the past 3 years. FFY17 data indicates no change in LEAs meeting target (35 of 43 LEAs in FFY 16 and FFY17). Overall the region is below the state by an average of 4.75% in both Math and Reading. RDA data shows that there has been an increase of 1.9%	IDEA requires that students with disabilities have access to, be involved in, and demonstrate progress in the same standards as their non-disabled peers, while ESSA requires that all students be assessed and meet proficiency criteria in specific grades and subjects. Some students with disabilities participate in the same way as other students by taking the regular state or LEA tests with no accommodations. Other students with disabilities participate in regular assessments using accommodations to enable them to demonstrate their skills without the interference of their disabilities. All students with disabilities receiving special education services take STAAR or STAAR Online with or without allowable accommodations based on individual needs. Students receiving special education services with significant cognitive disabilities who access the grade-level TEKS through prerequisite skills may meet requirements for STAAR Alternate 2. The ESC SE Department continues to address progress in the general curriculum requirements for students with disabilities through several initiatives, training and TA. The special education staff keeps informed of the requirements and instructional supports for special populations to be a resource to other ESC members. Staff continues to convey strong emphasis on the alignment between curriculum, instruction and assessment during staff development and TA. The message of the rigor of STAAR in all its forms is center-wide and now includes instructional interventions for increasing student performance based on the Performance Level Descriptors for each level of performance. Providing training in a gap analysis process for determining the supports needed for specific lessons with example model lessons are part of instructional workshops. These training opportunities are designed collaboratively between general content specialists and special education program specialists in each core content area.
ESC 8	
The data from Regional RDA (RDA Indicator #1) reports shows progress in reading from 2017 to 2018 from a rate of 37.3 to a rate of 45.6 for grades 3-8. The rate for reading and EOC grades was 17.5 to 21.3. In both 2015 and 2016 the Region was a performance level 2 in reading for special education for 3-8.	Region 8 is diligently building a strong foundation in reading by promoting the inclusion and explicit instruction of the 5 components of reading in all content & support areas to increase progress in the general curriculum. Additionally, we are working to develop organizational foundations to offer technical support and collaborative tools beyond workshops through follow-up and guided consultation. Region 8 consultants will continue to provide technical support, training, follow-up to teachers sharing the importance of incorporating best practices, student centered learning, and reading instruction for students. Consultants from the Region 8 Special Services and Curriculum and Instructional will collaborate to provide content-specific instructional strategies in reading. Additionally, continuous support will be provided as a furtherance of the Reading Academies. Alignment with specially designed instruction with the grade level TEKS in reading will be demonstrated in an attempt to

	increase reading levels of students receiving special education services.
ESC 16	
Region 16 data indicates a passing rate of 50.2% for RDA Indicator #1 (ii) SPED STAAR 3-8 Passing Reading Rate. This represents a performance level of 3 for the region. This represents a performance level of 2 for the region. This is an increase of 10% from last year's data - passing rate of 40% with a performance level of 3.	A concentrated and collaborative effort will continue to be made by Region 16 personnel to address any and all 3-8 reading needs of LEAs to improve instruction for all students
ESC 19	
This indicator measures the percent of students served in sped who met the performance standard or higher on the STAAAR 3-8 assessments ESC 19 is focused on providing professional development, TA and support to LEA's whose performance level reflects a PL of 2 or higher. Targeted assistance will be based on most current state accountability data. ESC 19 will continue to support the professional development that is research based and includes the components of a research-based reading program. In additions, ESC will focus on providing targeted assistance to special education teachers in self-contained classrooms with training specifically addressing literacy and math. The ESC will also offer targeted response to intervention TA and support to identified screener for focused tier/intervention analysis and progress monitoring to ensure that student's individual needs are being met.	Increased passing percentages may be due to alternative approaches to the provision requiring the measurement of children's outcome gains in response to scientific, research-based intervention. Progress monitoring assessments allow teachers to gauge students' progress. An example may be the revamping of RtI models and focused training for teachers in literacy skill development. Through this process progress-monitoring assessment results are used to make a series of decisions that allow for student to make progress

Appendix V: ESC Liaison Progress and Reading Proficiency

ESC Liaison Grant: Implementation Progress and Reading Proficiency Grades 3-8

ESC Liaison Support and Assistance Agreement with LEA	LEA's Goal	Q1 Progress and Data Sources (due 12/6/19)	Q2 Progress and Data Sources (due 2/28/20)	LEA on Target
ESC 19 - El Paso	**Targeted Area FAPE in the LRE**			
Canutillo ISD SPED Director, Curriculum Director, and CTE Director requested support to create a plan for improvement for the SPED Program based on results from an outside program evaluation.	The LEA would like to work to create a 3-year plan to support the SPED program to increase successful outcomes of students served in SPED in the area of STAAR Reading. Increase approaches level by 6% points and 2% points for Meets Level by STAAR of 2020.	Meeting with SPED Director, Curriculum. Director, CTE Director to discuss a root cause of one area identified in the program review. Teacher staffing and scheduling. Create a plan to adjust SPED teacher schedule at all campuses to cover the student's IEP and schedule completely and effectively.	Jan 30, 2020-met with SPED Director, support in working on his SSP, narrowing the focus and adding specificity Feb 6, 2020-cocnference call with SPED Director for the uploading of the SSP into ISAM Feb 10, 2020-met with SPED Director and diagnosticians, support for an internal folder audit prior to sending files in for the desk review (cycle 1, group 3) Feb 12, 2020-support the SPED Director in presenting to all SPED Teachers the SSP and brainstormed ideas around scheduling as well ensuring students in SPED receive Tier 2 interventions in reading	Yes
ESC 16 - Amarillo	**Targeted Area FAPE in the LRE**			
I am working with a director to develop a Needs Assessment to gauge their understanding and comfort in providing ELAR instruction. After the Needs Assessment is developed, sent out, and data is collected we will meet up and determine what PD, onsite support, or tools they need.	Increase teachers understanding and comfort in teaching ELAR to students with Special Needs.	Meeting held with Director to identify the problem Met with ELAR Consultant from Region 16 to help produce good Needs Assessment questions. Sent the list of questions to the LEA Director LEA Director got with her team and determined what questions they wanted off of the list I sent them. I developed the Needs Assessment and sent back to LEA for approval.	Spent time analyzing RDA data with the SPED director. This data further confirmed the need for changes in ELAR instruction & intervention strategies. Set up a meeting with teachers who completed the survey on 3/4/20 to discuss and plan on how to best meet their needs.	Yes
ESC 04 - Houston	**Targeted Area FAPE in the LRE**			
Collaborate with a R4 Educational Specialist on the inclusion team in order to provide training and support on the 4 Disciplines of Execution model and the culture of autism, in order to implement two new strategies by	Implement at least two recommended strategies by May 30, 2020 on the Elementary campus.		A planning meeting, day of training and day of observations was completed with follow up recommendations and resources.	Yes

the end of the 2019-2020 school year that will address the areas of reading and discipline on the Elementary campus.				
ESC 20 - San Antonio	**Targeted Area FAPE in the LRE**			
Region 20 Liaisons will provide 45 days of support to Judson ISD for the Co-Teaching Project during the 2019-2020 school year. The co-teaching project is to guide co-teachers in the best practices of co-teaching in order to improve student outcomes. The agreement is outlined as follows: 1. Judson ISD will select the campuses and the co-teaching teams to be in the project. The focus will be on ELAR and Math Co-Teaching classroom that are STAAR tested subjects/grade levels. 2. Each of the 78 co-teaching teams will have 2 observations and 2 debriefs during the year by Region 20 Liaisons or Judson's Co-Teaching Leadership Team. 3. Region 20 will provide 5 dates for Zoom Meeting with 3 Zooms being conducted on each of the days (Elementary, Middle School and High School) for a total of 15 Zoom meetings for the year. 4. Region 20 Liaisons will provide 4 coaching sessions to the Judson ISD Leadership Team. 5. Region 20 Liaisons will provide 3 days of staff development to Judson ISD. The trainings will be based on data from observations.	1. At least one co-teaching Math and ELAR team will be selected from participating campuses to observe and provide coaching sessions for the 2019-2020 school year. Secondary campuses can select more than one Math & ELAR team to increase support at the secondary level. 2. Provide 2 classroom observations and debriefs for each participating co-teaching teams in Math and ELAR at Judson ISD by the end of the 2019-2020 school year. 3. Conduct 5 ZOOM meetings with all Judson ISD co-teaching teams during the 2019-2020 school year to grow co-teaching and administrator knowledge of instructional strategies for students with disabilities. 4. Conduct 3 professional development sessions during the 2019-2020 school year to grow co-teaching and administrator knowledge of instructional strategies for students with disabilities. 5. Select 6 co-teaching teams (1 Elementary Reading & Math, 1 Middle School Reading & Math, 1 High School English & Math) to serve as trainers and/or	1. Two of the 5 dates for Zoom Meetings were completed on 9/4/2019 and 10/23/2019. (Or 6/15 Zooms each date has a Zoom Meeting for Elementary, Middle School, and High School) Judson ISD lead the Zoom meeting on 10/23/2019, as part of building their capacity. 2. One Co-Teaching Team has been selected as a Feature Teacher Team. 3. Two coaching sessions have been completed. Coaching Questions Stems and Little Bets was completed on 9/6/2019 and Coaching Strategies That Help You Connect with Teachers: The “Why” and Be Curious was completed on 11/15/20194. 4. A total of 54/78 co-teachers have been observed and debriefs conducted for round one of observations. Judson ISD made a Scoreboard and is keeping track of completed observations	1. Four of the 5 dates for Zoom Meetings were completed on 9/4/2019, 10/23/2019, 12/4/2019 and 1/22/2020 (Or 9/15 Zooms each date has a Zoom Meeting for Elementary, Middle School, and High School) Judson ISD lead the Zoom meeting on 10/23/2019, as part of building their capacity. ESC 20 Liaisons led Zoom Meetings in December and January. 2. Eight Co-Teaching Teams have been selected as a Feature Teacher Team, trainers, and model classrooms. 3. Three coaching sessions have been completed. Coaching Questions Stems and Little Bets was completed on 9/6/2019 and Coaching Strategies That Help You Connect with Teachers: The “Why” and Be Curious was completed on 11/15/2019. Building Success for Coaching on 1/31/2020. 4. A total of 78/78 co-teachers have been observed and debriefs conducted for round one of observations. Judson ISD made a Scoreboard and is keeping track of completed observations and Round 2 has started with 10/78. 5. To build leadership capacity Judson ISD will be conducting their first Co-Teaching 1.0 training for new co-teachers in the LEA, ON THEIR OWN, on Saturday 2/29/20.	yes

6. Region 20 Liaisons will help build capacity in Judson ISD by selecting Feature Teachers to present at Zoom Meetings, provide classrooms for other co-teachers to observe, and present at future Judson ISD Staff Development. 7. Region 20 will develop the agenda and complete minutes for 4 checkpoint meeting with Judson Leadership team.	model classrooms for Judson ISD by the end of the 2019-2020 school year to help build capacity for co-teaching implementation. 6. ESC-20 Liaisons will conduct 4 coaching sessions during Checkpoint meetings for LEA leadership by the end of the 2019-2020 school year. 7. Judson ISD Special Education Leadership Team will take the lead to develop and conduct ZOOM meetings with all Judson ISD co-teaching teams during the 2019-2020 school year.			