



Texas Continuous Improvement Process

**Texas Continuous Improvement Process  
Public Input and Information Meetings**

*2009-10 Statewide Summary  
of Regional Feedback*

*November 2010*

**Texas Education Agency  
Division of IDEA Coordination**

<http://www.tea.state.tx.us/special.ed/tcip/>

## Overview

The Individuals with Disabilities Education Act of 2004 (IDEA 2004), Section 616(b), requires each state to develop a six-year performance plan. The State Performance Plan (SPP) evaluates the State's efforts to implement the requirements and purposes of IDEA and illustrates how the State will continuously improve upon this implementation. An Annual Performance Report (APR) is submitted in February of each year through the 2012-13 school year. The U.S. Department of Education Office of Special Education Programs (OSEP) requires broad stakeholder input in the development of the SPP and for its public dissemination. The SPP/APR can be accessed on the TEA website at <http://www.tea.state.tx.us/special.ed/spp>.

One of the avenues through which the State of Texas receives stakeholder input on issues related to the SPP is the Public Input and Information Meeting (PIIM). Each of the twenty regional education service centers (ESC) is required to hold at least one PIIM annually. The ESCs invite stakeholders knowledgeable of regional interests in special education issues to attend the meeting and participate in providing feedback on questions supporting three indicators of the SPP. The group of invited stakeholders includes parents, educators, and community agencies representative of the region's demographic diversity. In addition, ESCs announce the meeting through a variety of media to ensure that interested members of the public also have the opportunity to attend and participate in providing feedback. All stakeholders in the special education process are welcome.

The ESCs and the TEA collaborate in selecting which SPP Indicators will be used and developing questions for each year's PIIMs. For the 2009-10 school year, the following SPP Indicators were selected:

- Indicators 1-2: Graduation and Dropout
- Indicator 3C-5A: Adequate Yearly Progress (AYP) and Educational Environment, Aged 6-21
- Indicator 4: Rates of Suspension and Expulsion
- Indicator 8: Parent Participation

All ESCs were required to select one question from Indicator 8, as well as one question from two of the three remaining indicators (1-2, 3C-5A, and 4). During the PIIM, ESCs obtain consensus from participating stakeholders on the feedback to be reported to the TEA. The TEA analyzes the feedback reported from all twenty regions in order to identify trends for guiding improvement planning within the State. This qualitative data is also included to support quantitative data of Indicators 1-2, 3C-5A, 4, and 8 in the APR. Feedback at the regional level remains at the ESC and is used for guiding improvement planning within the region. Statewide summary reports are available on the TEA website at <http://www.tea.state.tx.us/special.ed/tcip/> and regional summary reports are available from each ESC.

The *2009-10 Statewide Summary of Regional Feedback* reflects the trends indicated in PIIM stakeholder responses to the seven questions developed for SPP Indicators 1-2, 3C-5A, 4, and 8. A total of 785 stakeholders participated in 29 PIIMs in 2009-10.

The following chart on page 2 shows the SPP Indicators and questions selected by each regional ESC.

**2009-10 Selected SPP Indicators and Questions by Region**

Region	Required	ESC Selection					
	8.1	1-2.1	1-2.2	3C-5A.1	3C-5A.2	4.1	4.2
1	X		X	X			
2	X	X				X	
3	X		X		X		
4	X			X		X	
5	X				X	X	
6	X		X		X		
7	X	X		X			
8	X				X	X	
9	X	X		X			
10	X		X			X	
11	X				X	X	
12	X				X		X
13	X	X				X	
14	X			X		X	
15	X		X		X		
16	X		X	X			
17	X				X	X	
18	X				X	X	
19	X	X		X			
20	X		X		X		
<b>Total</b>	<b>20</b>	<b>5</b>	<b>7</b>	<b>7</b>	<b>10</b>	<b>10</b>	<b>1</b>

- 1-2.1 *How can schools, parents, and the community support students with disabilities in completing high school and meeting their goals after graduation?*
- 1-2.2 *When it becomes apparent that a student with disabilities may not graduate, what can schools, parents, and the community do to prevent the student from dropping out?*
- 3C-5A.1 *What campus level activities and practices are needed to address the performance of students with IEPs in the general education classroom and on state assessments?*
- 3C-5A.2 *What do admission, review, and dismissal (ARD) committees need to discuss in order to help students with IEPs improve performance in grade level reading and math?*
- 4.1 *How can positive behavior supports be implemented by parents, schools, and local agencies to keep students with individualized educational programs (IEP) in their classrooms?*
- 4.2 *How can schools and community agencies improve their coordination of services to address the needs of families and their children with challenging behaviors in order to keep students with IEPs in their classrooms?*
- 8.1 *What activities and practices can schools implement to encourage parent involvement that will improve student outcomes?*

## 2009-10 Statewide Summary

### Indicators 1 and 2: Graduation and Dropout

**Indicator 1:** Percent of youth with individualized education programs (IEP) graduating from high school with a regular diploma

**Indicator 2:** Percent of youth with IEPs dropping out of high school

#### Background:

Indicator 1: The Class of 2006 had 24,851 out of 34,176 students with disabilities graduating from high school which resulted in a 72.71% graduation rate. The target for this indicator is 75.80%. Texas did not meet the target.

Indicator 2: The Class of 2006 had 3,622 out of 34,176 students with disabilities classified as dropouts which resulted in a 10.6% dropout rate. The target for this indicator is 2.90%. Texas did not meet the target.

Transition is a results-oriented process which includes coordinated, measureable, individual education program goals, and transition services in coordinated activities. The process and the activities enable a student to reach postsecondary goals. The coordinated efforts among schools, parents, and the community are of the utmost importance in assisting students with disabilities in working toward attainment of goals after graduation.

#### Questions:

*1-2.1 How can schools, parents, and the community support students with disabilities in completing high school and meeting their goals after graduation?*

To address how schools, parents, and the community can support students with disabilities in completing high school within four years and meeting their goals after graduation, districts may need to consider three issues indicated in stakeholder responses to Question 1-2.1: Expanding Students' Options, Effective Transition, and Support Systems.

#### Expanding Students' Options

- Provide a variety of instructional formats and courses. These may include computer-assisted classes and vocational courses, particularly those with work-related experience opportunities.
- Provide training to ensure students with disabilities are knowledgeable of high school graduation requirements.
- Promote opportunities for students with disabilities to participate in school activities and develop positive peer relationships.

#### Effective Transition

- Emphasize the importance of planning for transition throughout the student's school career.
- Ensure that parents are aware of high school graduation requirements in order to facilitate setting appropriate and realistic post-school goals for each student.

- Ensure that students with disabilities receive training in self-determination and are given opportunities to lead IEP planning, as appropriate for their individual skills.

#### Support Systems

- Develop partnerships with local businesses to provide work experience for students with disabilities.
- Create a mentoring system that may include student role models, community business partners, job coaches, career counselors, as well as others knowledgeable of the student's strengths and interests.
- Ensure that parents and students with disabilities receive appropriate information on local and state post-graduation resources.

#### 1-2.2 *When it becomes apparent that a student with disabilities may not graduate, what can schools, parents, and the community do to prevent the student from dropping out?*

To address what the school, parents, and the community can do to prevent the student from dropping out when it appears that a student with disabilities may not graduate, districts may need to consider two issues indicated in stakeholder responses to Question 1-2.2: Expanding Students' Options and Individual Support Systems.

#### Expanding Students' Options

- Provide extensive opportunities for students with disabilities to participate in career-related electives which may include community-based classes.
- Offer flexible scheduling and varied methods for credit recovery.
- Assist students with disabilities and their parents in making realistic goals by ensuring they are fully informed on graduation requirements and post-school opportunities and resources.

#### Individual Support Systems

- Develop a plan for monitoring the student's progress that may include an individual mentor for each student.
- Provide opportunities for the student to participate in non-academic school activities.
- Promote the early involvement of community agencies and educational institutions in the student's transition planning.

### **Indicators 3C and 5A: Adequate Yearly Progress and Educational Environment**

**Indicator 3C:** Proficiency rate for children with Individualized Education Programs (IEP) against grade level standards and alternative achievement standards

**Indicator 5A:** Percent of children with IEPs ages 6 through 21 inside the regular class 80% or more of the day

#### **Background:**

When students are placed in more restrictive classroom settings for academics, their access to the general curriculum and the most qualified general education teachers may be diminished. The lack of access to the subject matter and skills which are taught in the general education classroom and included in the Texas Assessment of Knowledge and Skills (TAKS) may create a barrier to academic success for these students. The goal of Adequate Yearly Progress (AYP) is

to ensure that all students – including students with IEPs – receive the instruction and supports they need to be academically successful in reading and mathematics in the Least Restrictive Environment (LRE).

### **Annual Performance Report (APR) Data**

- The percentage of children with IEPs aged 6 through 21 that are inside the regular class 80% or more of the day was 64%. This exceeded the State target of 55%. However, the target for next year will be 66%.
- Fifty percent of children with IEPs met the proficiency standard in Mathematics. This met the State target of 50%. The target will increase to 58% next year.
- Sixty-two percent of children with IEPs met the proficiency standard in Reading/ELA. This exceeded the State target of 60%. The target will increase to 67% next year.

### **Questions:**

*3C-5A.1 What campus level activities and practices are needed to address the performance of students with IEPs in the general education classroom and on state assessments?*

To address what campus level activities and practices are needed to address the performance of students with IEPs in the general education classroom and on state assessments, districts may need to consider two issues indicated in stakeholder responses to Question 3C/5A.1: Promoting Inclusive Practices and Coordination between General and Special Education.

#### **Promoting Inclusive Practices**

- Provide training on Standards-Based IEPs for parents and educators to ensure the development of effective and appropriate IEP goals and objectives, modifications, and accommodations for all students with disabilities.
- Provide training to teachers and staff on appropriate uses for assistive technology to ensure the technical needs of students with disabilities are met.
- Incorporate differentiated instruction to give students with disabilities the opportunity to learn in the most suitable style for each individual student.

#### **Coordination between General and Special Education**

- Develop a system for monitoring each student's progress closely to provide mentoring, tutoring, and other educational supports as indicated.
- Provide training for general education teachers on disabilities and effective inclusion practices.
- Provide appropriate resources and supports as specified by each student's IEP, which may include adequate collaborative planning time.

*3C-5A.2 What do admission, review, and dismissal (ARD) committees need to discuss in order to help students with IEPs improve performance in grade level reading and math?*

To address what ARD committees need to discuss in order to help students with IEPs improve performance in grade level reading and math, districts may need to consider three issues

indicated in stakeholder responses to Question 3C/5A.2: Decision-making Based on Student Data, Student Support Systems, and Communication.

#### Decision-making Based on Student Data

- Ensure that the discussion of the student's present levels of academic achievement and functional performance (PLAAFP) includes a thorough review of assessments, including observations of classroom performance as well as formal local and state assessments.
- Consider the impact of the student's disability on his or her learning in determining the most effective programs and strategies for each student.
- Ensure that appropriate modifications, accommodations, goals, and objectives are based on the student's needs identified in the PLAAFP.

#### Student Support Systems

- Ensure that a system is in place to monitor the student's progress and to provide information on how the student's program may need to be amended.
- Provide for the student's access to the general curriculum with supports appropriate to the individual student that may include mentoring, peer tutoring, assistive technology, and other specific modifications.
- Ensure that general educators receive the necessary support for implementing the student's IEP which may include training on accommodations and time for collaborative planning with special education staff.

#### Communication

- Ensure that parents understand the educational terms used in the ARD deliberations and that they have an opportunity to provide input on their child's strengths and interests.
- Coordinate the implementation of the student's IEP among the general and special education staff members. Be sure that all ARD members, including the parents, have a clear understanding of the student's daily schedule and who will be responsible for implementing each component of the student's IEP.

### **Indicator 4: Suspension and Expulsion**

**Indicator 4A:** Percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year

#### **Background:**

When students are removed from the general education classroom for disciplinary reasons, their access to the general curriculum and the most qualified general education teachers may be diminished. The lack of access to the subject matter and skills which are taught in the general education classroom and included in the Texas Assessment of Knowledge and Skills (TAKS) may create a barrier to academic success for these students.

The Texas Behavior Support Initiative (TBSI) was developed in response to a state law requiring training on certain discipline issues. The TBSI is designed to assist schools in providing positive behavioral interventions and supports (PBIS) to all students. The goal of PBIS is to educate all students, especially students with challenging behaviors, by adopting a

sustained, positive, preventative instructional approach to school wide discipline and behavior management. This approach focuses on teaching and encouraging positive school wide behavioral expectations. TBSI training modules are available through regional Education Service Centers (ESCs) to assist campus teams in developing and implementing school wide, classroom, and individual student level systems of support to meet the needs of their students.

The Texas Collaborative for Emotional Development in Schools (TxCEDs) is a statewide project developed to promote the well-being and mental health of children in Texas schools through a framework of integrated and comprehensive community-based mental health services and school programs. The collaboration of services is designed to improve the lives of children and allow them to remain in their schools and communities. In addition to mental health services and the school district, other community agencies involved in the framework may include housing and shelter organizations, health care agencies, parks and recreations departments, work and job programs, and universities.

### **Questions:**

*4.1 How can positive behavior supports be implemented by parents, schools, and local agencies to keep students with individualized educational programs (IEP) in their classrooms?*

To address how positive behavior supports can be implemented by parents, schools, and local agencies to keep students with IEPs in their classrooms, districts may need to consider three issues indicated in stakeholder responses to Question 4.1: Extensive Training, Effective Implementation, and Varied Systemic Supports.

#### **Extensive Training**

- Provide campus-wide training throughout the district to ensure that all faculty, staff, parents, and students are fully aware of their school's positive behavior supports program. Training may need to be conducted annually.
- Provide training to all faculty and staff about how specific disabilities may impact a student's behavior.
- Provide training to admission, review, and dismissal (ARD) committee members, including parents, on developing appropriate behavioral intervention plans (BIPs) and implementing them effectively.

#### **Effective Implementation**

- Develop a system for collecting data on the effectiveness of the positive behavior supports program.
- Coordinate between general education and special education to ensure BIPs and positive behavior supports are consistently implemented.
- Communicate with parents to promote consistent implementation of positive behavior supports between the school and home.

#### **Varied Systemic Supports**

- Collaborate with other member agencies of the Community Resource Coordination Group (CRCG) to facilitate the provision of mental health services for individual students when appropriate.
- Promote mentoring programs to provide support for individual students.

4.2 *How can schools and community agencies improve their coordination of services to address the needs of families and their children with challenging behaviors in order to keep students with IEPs in their classrooms?*

To address how schools and community agencies can improve their coordination of services to address the needs of families and their children with challenging behaviors in order to keep students with IEPs in their classrooms, districts may need to consider one issue indicated in stakeholder responses to Question 4.2: Improve Communication.

Improving Communication

- Include community agencies in training on positive behavior supports provided for parents and school staff.
- Collaborate with CRGs to strengthen participation among members including schools and other agencies.

**Indicator 8: Parent Involvement**

**Indicator 8:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

**Background:**

Schools are required to encourage parents to actively participate in creating and implementing educational programs for their children. In order to make informed decisions and act as equal partners in planning the education of their children, parents must understand all information received in writing or discussed in Admission, Review, and Dismissal (ARD) committee meetings.

Texas Administrative Code (TAC) §26.001: Parents are partners with educators, administrators, and school district boards of trustees in their children's education. Parents shall be encouraged to actively participate in creating and implementing educational programs for their children.

**Question:**

8.1 *What activities and practices can schools implement to encourage parent involvement that will improve student outcomes?*

To address what activities and practices schools can implement to encourage parent involvement that will improve student outcomes, districts may need to consider three issues indicated in stakeholder responses to Question 8.1: Relationship Building, Effective Communication, and Barriers to Participation.

Relationship Building

- Provide training for parents new to special education services regarding the impact of their child's disability on his or her educational program, the ARD process, and terms related to special education in order to help them participate fully in developing appropriate plans for their child.

- Establish a parent liaison for each campus whose responsibilities may include serving as a single point of contact for special education services and mentoring parents of students with disabilities.
- Promote the development of support groups for parents of students with disabilities within the district.
- Provide opportunities for parents to be involved in a variety of school activities beyond the formal requirements of the ARD process.

#### Effective Communication

- Use a variety of available technologies to communicate with parents that may include web sites, webinars, text messages, email, and list serves.
- Develop a system for contacting parents personally on a regular basis to keep them informed of their child's progress and of school activities.
- Provide parents with comprehensive information on resources that may include ESC and district training activities, state and community agencies, post-secondary career and educational opportunities, and web sites.

#### Barriers to Participation

- Promote the development of a school climate that makes parents feel comfortable and welcomed.
- Offer flexible options for participating in ARD meetings, trainings, and other school activities. This may involve scheduling at different times and locations, as well as using varied media including distance learning systems for training and participating in ARD meeting by phone or web conferencing.
- Prepare for ARD meetings in advance. Ensure that required staff members will be able to attend and plan for adequate time to complete deliberations.
- Communicate with parents prior to the ARD meeting to ensure that they are fully informed of the meeting's purpose and have received any documents needed for deliberations.