



Texas Continuous Improvement Process | General Supervision

General Supervision Objective | Effective general supervision of the implementation of Individuals with Disabilities Education Act (IDEA) is ensured through the State's development and utilization of mechanisms and activities, in a coordinated system, that results in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE).

RESULTS	INDICATORS	ACTION	RESOURCES	TIMEFRAME
The state has a supervision system that addresses deficiencies/areas of noncompliance and ensures correction in a timely manner.	<p>Areas of Noncompliance are identified through the State accountability system:</p> <ul style="list-style-type: none"> • Program Analysis System (PAS) • Data Analysis System (DAS) • Special Education Complaints • Due Process Hearing Results • Cyclical • Comprehensive Special Education Self Evaluation Review (CSESER) 	<p>State continues to evaluate the effectiveness of the accountability system.</p>	TEA	Ongoing
	<p>% of special education corrective actions approved in 45 days after the date of the compliance report.</p>	<p>Development and implementation of internal procedure for cross divisional discussions regarding districts with systemic issues for consideration for special onsite investigation.</p>	TEA	August 2003
	<p>% of programs found in compliance after any special education compliance onsite visit.</p>	<p>Compliance Activity Tracking System (CATS) tracks internal and external processes, provides data for DAS, Special Education Compliance Status (SPeCs), and sanctions for noncompliant programs.</p> <ul style="list-style-type: none"> • Corrective Action Review (CAR) • CAR onsite visits 	TEA	Ongoing
The complaint resolution system meets the federal requirements.	<p>Complaints are resolved within the 60-day timeframe.</p>	<p>Revised complaint procedure which includes checks for timelines.</p>	TEA	January 2003
	<p>All Individuals with Disabilities Education Act (IDEA) complaints investigations follow required federal procedure.</p>	<p>Procedure developed to ensure expedited IDEA complaints follow federal procedure.</p>	TEA	April 2003
	<p>The Agency will verify implementation of all hearing decisions adverse to local education agencies (LEAs).</p>	<p>New procedure in place to ensure implementation of all hearing decisions adverse to LEAs.</p>	TEA	November 2002



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RESULTS	INDICATORS	ACTION	RESOURCES	TIMEFRAME
The complaints system is easily understood, efficient, and effective.	Information available through the TEA webpage, presentations at conferences, and publications regarding the complaints system is accessed.	Dissemination of the following products: <ul style="list-style-type: none"> ▪ Comparison Chart of complaints, mediation, and due process systems. ▪ Complaints Procedure is revised and visually depicted. ▪ Form that can be used to file a complaint. 	TEA	January 2003 December 2002 May 2003
	Evaluation findings indicate satisfaction of the complaints system.	Development of evaluation system to measure customer satisfaction and access of the system.	TEA	August 2003
		Parent Information Line (PIL) analysis chart is used by all staff in complaints division.	TEA	Ongoing
		Access to the complaints system is available in languages other than English and to nonreaders.	TEA	Ongoing
		Input from the Texas Continuous Improvement Process (TCIP) Public Meetings indicates understanding and satisfaction of the complaints system.	TEA	Ongoing



Texas Continuous Improvement Process | FAPE in the LRE

Free Appropriate Public Education in the Least Restrictive Environment Objective | All children with disabilities receive a free appropriate public education (FAPE) in the least restrictive environment (LRE) that promotes a high quality education and prepares them for higher education, employment, or independent living after they exit school.

The Improvement Plan on this page reflects a joint effort between the TEA (IDEA, Part-B) and ECI (IDEA, Part-C).

RESULT	INDICATORS	ACTION	RESOURCES	TIMEFRAME
Children and families transition effectively from ECI to arrangements that meet the individual needs of the child.	75 to 80% of ECI programs and local education agencies (LEAs) are trained on the process of an appropriate and effective Early Transition.	Develop transition training curriculum and materials and resources, including a transition booklet for parents and a variety of stakeholder audiences.	TEA/ECI NECTAC Early Transition committee	March 2004 (training materials) September 2003 (Parent booklet)
	Community Service providers have access to training and information on the process of an appropriate and effective Early Transition.	Consideration of ECI Policy Change and Guidelines.	TEA/ECI NECTAC Early Transition committee Community Resources	June 2003 (Individualized Family Services Plan Training)
	Families receive a Transition booklet and information by the child's 2 nd birthday.	Consideration of ECI Policy Change.	TEA/ECI NECTAC Early Transition committee	Spring 2003 (ECI Policy revision finished) September 2003 (implementation)
	Families have ongoing access to transition information in a variety of formats.	Transition booklet for parents and website.	TEA/ECI Early Transition committee	December 2003
	75 to 80% of ECI programs/LEA staff have operationalized written memoranda of understanding (MOU)/written agreements regarding transition.	Training developed and implemented. Consideration of ECI Policy Change.	ESCs/ECI	2004-2005

ECI (Texas Interagency Council on Early Childhood Intervention)
NECTAC (National Early Childhood Technical Assistance Center)



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RESULT	INDICATORS	ACTION	RESOURCES	TIMEFRAME
<p>Students with disabilities are provided extended school year (ESY) services in order to receive a free appropriate public education (FAPE).</p>	<p>Districts ensure that ESY services are considered and determined by the child's admission, review, and dismissal (ARD) team.</p> <p>Districts ensure that ARD teams consider ESY services for children in all disability categories.</p> <p>Districts ensure that ARD teams consider a variety of types, amounts of time, and duration of ESY services to provide ESY services based on individual student need.</p> <p>Districts ensure that ARD teams consider and determine related services, such as transportation to and from ESY services, occupational therapy, physical therapy, etc.</p> <p>Districts ensure that ESY Services are connected to previous and future school year services.</p>	<p>Produce and disseminate a brochure, targeted to districts and parents, that:</p> <ul style="list-style-type: none"> ▪ is parent-friendly (language and format) ▪ defines ESY services and the different roles involved in the process of determining ESY services (for example, roles of parents, teachers, administrators, etc.). ▪ includes a Question and Answer section to address common issues related to ESY services. <p>Develop a Guidance document targeted to districts that:</p> <ul style="list-style-type: none"> ▪ assists in district development of policy and procedures in the area of provision of ESY services. ▪ provides a process for evaluating the effectiveness of ESY services. <p>Include EYS consideration and implementation in TEA State Supervision data review.</p>	<p>TEA</p>	<p>August 2003</p>



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RESULT	INDICATORS	ACTION	RESOURCES	TIMEFRAME
Students receive the type and amount of related services needed to benefit from special education instruction.	<p>Admission, review, and dismissal (ARD) committees individually determine the type, amount, frequency of related services.</p> <p>The individualized education program (IEP) documents the type, amount, frequency of related services needed.</p> <p>Students with disabilities are receiving the type, and frequency of related services indicated on their IEPs.</p> <p>IEPs for students with disabilities served through the Texas Youth Commission (TYC) reflect the related services needed.</p>	<p>Revisit, retool, and broaden the Related Services matrix.</p> <ul style="list-style-type: none"> ▪ Individual Need Flexibility ▪ Education based model ▪ Service Delivery options ▪ List Data Sources ▪ "What works clearing house" <p>Develop a Guide for ARD Committees</p> <ul style="list-style-type: none"> ▪ decision system ▪ roles include resources ▪ frequency and amount of service ▪ matrix <p>Provide Training on the Guide for ARD Committees</p> <ul style="list-style-type: none"> ▪ Staffing prior to the ARD ▪ Educational benefits ▪ Base on child's learning and participation ▪ Based on the evaluation ▪ OK, to revisit IEP timelines <p>Include provision of related services in TEA State Supervision data review.</p> <p>Revision of TYC Guideline regarding the provision of related services for students with disabilities.</p>	<p>TEA Related Services Taskforce Related Services Licensing Agencies</p> <p>TYC personnel</p>	<p>Fall 2003</p> <p>June 2003</p>
Students with disabilities are participating in state and district-wide assessments as appropriate.	IEPs document the ARD committee determination that a student will not participate in a particular state or district-wide assessment of student achievement (or part of an assessment), and there is a statement of why that assessment is not appropriate for the child; how the child will be assessed through an appropriate alternate assessment measure; documentation that the ARD committee considered as appropriate; and the results of the child's performance on any general State or district-wide assessment programs.	<p>Statewide guidance on this topic is provided through presentations and publications to stakeholder groups.</p> <p>Locally Determined Alternate Assessment (LDAA) Collection Correspondence includes information about documentation in student's eligibility folder.</p>	TEA	Ongoing



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RESULT	INDICATORS	ACTION	RESOURCES	TIMEFRAME
All educational records of students with disabilities are transmitted in a timely manner between and among local education agencies (LEAs), Texas Youth Commission (TYC), and Windham School District (WSD).	<p>Education institutions have immediate electronic access to certain student-level information.</p> <p>Enrolling entity requests records within three days.</p> <p>All educational records received within 30 days after request.</p>	<p>Develop a plan for TYC and WSD to have access to PEIMS (Public Education Information Management System) data.</p> <p>Develop a plan for WSD to report PEIMS data.</p>	TEA	August 2003
Youth with disabilities under the age of 22 who are returning to the community from Texas Youth Commission, Texas Juvenile Probation Commission (TJPC), or Windham School District have access to an infrastructure of community-based services (which empower the youth and value family support).	<p>% of youth who return to the community from TYC, TJPC, WSD and complete educational goals, i.e., GED, diploma, post-secondary programs.</p> <p>% of youth who return to the community from TYC, TJPC, WSD and sustain competitive employment in the community for a minimum of 90 days.</p> <p>% of youth who return to the community from TYC, TJPC, WSD and do NOT re-offend within three years of release from incarceration.</p>	<p>Develop plan to establish baselines and set targets on the indicators noted.</p> <p>Define the "system of care" of traditional or non-traditional service supports with specific examples, e.g.,</p> <p>>TRADITIONAL: Community Mental Health and Mental Retardation (MHMR), local education agencies (LEAs), Texas Workforce Commission (TWC), Community Resource Coordination Groups (CRCGs)</p> <p>>NON-TRADITIONAL: church, YMCA, volunteer entities, Texas Integrated Funding Initiatives</p> <p>Provide and support a process/blueprint to assist communities to identify available community-based services to support both traditional and non-traditional.</p> <p>Support development of local/community-level memoranda of understanding (MOUs)/partnerships/agreements that support implementation of state/regional MOUs.</p> <p>Coordinate the network of community-based services and supports, e.g., establish community-based services and supports, communication networks, shared databases to link services and systemic forums for ongoing exchange.</p>	TEA Juvenile/Adult Services Committee	<p>August 2003</p> <p>August 2003</p> <p>January 2004</p> <p>January 2005</p>



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RESULT	INDICATORS	ACTION	RESOURCES	TIMEFRAME
Services for students with disabilities are coordinated among Texas Youth Commission (TYC), Windham School District (WSD), and public schools.	Transition from TYC and WSD to public school programs is timely and effective.	Develop, implement, and evaluate efficient and effective processes to ensure successful transition of students with disabilities including the identification of primary liaisons/ contacts for students with disabilities.	TEA Juvenile/Adult Services Committee	August 2003- September 2005
	Students with disabilities in TYC and WSD graduate with high school diploma and/or GED.	Share and exchange information among TYC, WSD, and public schools to ensure effective coordination, communication, and transition efforts.		September 2003 and ongoing
	Increased percentage of students with disabilities transferred from TYC and WSD to public school regular campuses.	Develop and provide training to TYC, WSD, and public school staff that improves coordination.		September 2004



Texas Continuous Improvement Process | Parent Involvement

Parent Involvement Objective | Provision of a free appropriate public education (FAPE) to children and youth with disabilities is facilitated through parent involvement in special education services.

RESULT	INDICATORS	ACTION	RESOURCES	TIMEFRAME
<p>Parents, family members, and students with disabilities receive timely and needed information in order to participate effectively as equal partners in the special education process.</p>	<p>Accurate and consistent information regarding special education is disseminated to parents, families, and students with disabilities.</p>	<p>Develop a “family-friendly” resource guide.</p> <p>Disseminate the resource guide with a letter of support from the Commissioner.</p> <p>Develop a plan to publicize and promote use of the resource guide.</p> <p>Develop a system for statewide coordination and review of information and training materials disseminated to parents.</p>	<p>TEA</p> <p>Parent Training Committee</p> <p>Parent Network Leadership</p>	<p>August 2003</p>

Reference to “parent” or “family” in this improvement plan includes foster and surrogate parents, and those other caregivers who function as parents for students with disabilities.



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RESULT	INDICATORS	ACTION	RESOURCES	TIMEFRAME
<p>Parents and other persons who live and work with students with disabilities receive training regarding special education issues.</p>	<p>Parents report that: a) training opportunities have resulted in greater understanding, communication, and confidence in representing their child's educational needs; b) they are equal partners in the child's education; c) access is available to individuals, supports, and information that can further explain the special education process; d) they are satisfied (level of) with number and array of trainings that are offered to them; and e) parent feedback is valued and utilized.</p> <p>There will be an increase in the number of parents and others receiving and participating in training opportunities provided by education service centers (ESCs), local education agencies (LEAs), and other agencies which provide services to parents of students with disabilities.</p> <p>There is an increase in the use of parent feedback in developing training offerings and participation in opportunities for trainings at night and on weekends, in order to give consideration to the needs of families.</p> <p>Parents and family members demonstrate an understanding of the state supervision system.</p>	<p>Develop a statewide survey to determine the needs of parents/families in the areas of training, information, and understanding of the special education process.</p> <p>Develop a plan for collaboration among entities who provide parent training and collect data annually by a) developing a framework/form/criteria for agencies to use as they gather and utilize parents/stakeholder feedback; b) developing a state-wide system to collect data on types and numbers of trainings being offered to and attended by parents; c) reviewing mechanisms that collect parent feedback as part of the state supervision system; d) sending samples of effective systems of parent data collection to ESCs, LEAs, and other organizations; e) developing a system for documenting the implementation of plans/programs for collecting parent feedback in order to share effective systems across the state.</p> <p>Develop a statewide system for data collection to: a) establish a baseline to determine how many training opportunities are being offered to parents, how many parents are participating in trainings, and the types of trainings offered; and b) survey parents receiving training on the effectiveness of the information he/she received.</p> <p>Analyze the data that is collected by TEA in annual parent surveys and parental input through the state supervision system regarding training opportunities and the value of training to enhance parents' effectiveness in the special education process.</p>	<p>Parent Training Committee Parent Network Leadership TEA</p>	<p>September 2003</p>

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Texas Continuous Improvement Process | Secondary Transition

Secondary Transition Objective | All youth with disabilities, beginning at age 14 and younger when appropriate, receive individualized, coordinated transition services, designed within an outcome oriented process which promotes movement from school to post-school activities.

RESULT	INDICATORS	ACTION	RESOURCES	TIMEFRAME
Transition planning for students with disabilities includes participation or other State Agency or linkages when appropriate.	Attendance of other agencies in Education Service Center (ESC) Transition Network Meetings.	Meet with signatory agencies to: <ul style="list-style-type: none"> ▪ Gain understanding of purpose and function of each agency ▪ Gain understanding of eligibility requirements for agency services ▪ Develop procedures for accessing contacts at state and local levels 	TEA Transition Network Leadership Transition Network	May 2004
	Individualized education programs (IEPs)/ Individual Transition Plans (ITPs) note participation of other agency involvement in meetings or other means of providing information.	Develop statewide training to address: <ul style="list-style-type: none"> ▪ Agency participation in transition meetings ▪ Other steps public agencies can take to obtain participation of agencies if they are unable to attend transition meetings 		Fall 2003
		Deliver statewide training mentioned above to local education agencies (LEAs) and agencies.		Spring 2004
Transition services for students with disabilities are based on individual student's needs and preferences and the IEP/ITP represents a coordinated set of activities within an outcome-oriented process.	IEP/ITPs represent a coordinated set of activities within an outcome-oriented process. Increased student attendance at IEP/ITP meetings.	ESC network will receive professional development from a nationally recognized transition expert on the transition process beginning with post-school outcomes and using a process which incorporates student's needs, interests, and preferences.	TEA Transition Network Leadership Transition Network	September 2003
		ESC network will be provided training to gain an understanding of how transition planning can be facilitated that promotes self determination, considers post-school outcomes prior to developing annual goals, and understands how to develop a coordinated set of activities that leads to the successful transition from high school to an appropriate post secondary situation.		September 2003
		Develop training to be delivered to LEAs based on knowledge ESC network gained in above activities.		Fall 2004
		Deliver training to LEAs.		Spring 2005