



**Texas Association of School Boards**

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*Serving Texas Schools Since 1949*

June 14, 2010

Dear Chair Shapiro and Members of the Senate Education Committee:

On Wednesday, June 16, your committee will hear testimony on the following interim charge:

*Study the effectiveness of Texas school district's special education programs. Review the range of needs of special education students, districts' ability to provide an appropriate education for these students, and assess the effectiveness of programs currently funded for special education. Make recommendations for improvement.*

On behalf of the Texas Association of School Boards (TASB), I submit the following data to help you assess the effectiveness of school districts' special education programs:

**TAKS Passing Rates:** Performance on the TAKS tests is one objective measure of the effectiveness of a school district's special education program. According to the 2009 Performance-Based Monitoring Analysis System (PBMAS) State Longitudinal Report, (the pertinent part of which is attached) school districts have prepared special education students to pass the TAKS tests:

- Special Ed students outperformed the 2009 state standards in all subjects except Science, where students in special education missed the state standard by 3.8%. The 2009 passing rates for students in special education compared to the 2009 state standard for each TAKS test follows:

67.9 % passed Mathematics TAKS	(state standard 55%)
78.1 % passed the Reading/ELA TAKS	(state standard 70%)
46.2 % passed the Science TAKS	(state standard 50%)
72.0 % passed the Social Studies TAKS	(state standard 70%)
82.2% passed the Writing TAKS	(state standard 70%)
- The percentage of students in special education who passed the TAKS test has increased in each subject tested over each of the past three years. The increases made in special ed passing rates since 2007 range from a 2.1% gain in Writing, to a 21.7% gain in Social Studies, a 19.2 % gain in Science, an 11.8% gain in Mathematics, and a 7.4% gain in Reading/ELA.

Other objective measures of the effectiveness of school districts' special education programs include:

- **TAKS Participation Rate:** All special education students must take either the regular TAKS tests or one of the three versions created for students with disabilities. The

percentage of special education students taking the regular TAKS tests has increased, as shown inversely by the participation of special education students on the TAKS-Accommodated, TAKS-Modified, or TAKS-Alternate tests. In 2009, 80.3% of students in special education took the TAKS-Accommodated, TAKS-M, or TAKS-ALT, down from 81.3% in 2008.

- **Dropout Rate:** Although many special education students fall within the thirteen categories of students “at risk of dropping out of school,” (Texas Education Code §29.081), Texas school districts are keeping the vast majority of special education students in school. The dropout rate among students in special education *decreased* over the last three years, from 3.2% in 2007 to 2.8% in 2009. However, the 2009 dropout rate among students in special education exceeded the state standard (2.0%) by 0.8%.
- **Graduation Programs:** Over the past three years, the percentage of special education students graduating on the Recommended or Distinguished High School Program has increased steadily, from 17.5% in 2007 to 21.9% in 2009.
- **Graduation Rate:** While the indicators mentioned above show improved performance over time, the percentage of students in special education graduating from high school has declined over the past three years, from 72.7% in 2007 to 69.8% in 2009.
- **Discipline Data:** The discipline rates of students in special education have received a lot of attention as possibly suggesting the disparate treatment of special education students. The 2009 PBMAS data show that the rate of discretionary disciplinary alternative education program (DAEP) placements for students in special education has increased slightly over the past three years, while discretionary in-school suspensions ISS decreased. Discretionary out-of-school suspensions (OSS) for students with special education increased slightly between 2008 and 2009, the only two years for which the data are available. When viewing these data, it is important to note that a single student may count multiple times in the annual referral rates.
  - Discretionary DAEP Placements: Since 2007, the annual rate of discretionary DAEP referrals for students in special education has been 3.4% or 3.5%, compared to a referral rate of 1.7% to 1.9% for “all students,” which includes special ed students.
  - Discretionary Placements in In-School Suspension (ISS): Since 2007, the annual rate of ISS referrals for students in special education has decreased steadily, from 57.3% in 2007 to 55.8% in 2009. The rate of ISS referrals for students in special education has remained significantly higher than the annual referral rate for “all students,” which has been between 33% and 34% during the same period.
  - Discretionary Out-of-School Suspensions (OSS): Since 2008, the annual rate of discretionary OSS referrals for students in special education has increased slightly from 24.9% in 2008 to 25.1% in 2009, compared to a slight decrease in

the rate of discretionary OSS referral for “all students,” which went from 12.2% in 2008 to 12.1% in 2009.

- Discretionary Expulsions: The 2009 PBMAS report does not contain expulsion data because for each of the three years between 2005 and 2007, there was such a slight difference (0.1%) between the expulsion rates for students in special education and “all students” that TEA eliminated this indicator from the 2009 report. However, TEA is continuing to monitor expulsion rates for students in special education. In 2007, the rate of discretionary expulsions for students in special education was 0.2%, compared to a 0.1% rate for “all students.”

Another relevant source of information about the effectiveness of school districts’ special education programs is the Parent Involvement Survey contained in the annual “State Performance Plan” that TEA is required to submit to the U.S. Department of Education. Indicator 8 (page 56) of the 2009 State Performance Plan states, “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.” According to Spring 2009 Parent Involvement Survey Results (based upon responses collected during Federal Fiscal Year (FFY) 2008):

- 74.3% of parents (up from 70.5% in FFY 2007) believe that they are equal partners in planning their child’s program; 19.2% of parents were “neutral” and only 6.4% disagreed with that statement (Table 10, page 64);
- 75.9% of parents (up from 72.9% in FFY 2007) agree that the school communicates regularly regarding IEP progress and other important issues; 20.8% of parents answered “sometimes,” and 3.3% answered “never” (Table 20, page 64);
- 65.6% of parents (up from 63.9% in 2007) said that teachers “always” understand their child’s needs; 32.5% of parents answered “sometimes,” and 1.9% answered “never” (Table 33, page 65);
- 82.9% of parents (up from 82.3% in 2007) answered that their concerns and recommendations are considered “always”; 14.9% of parents answered “sometimes,” and 2.2% answered “never” (Table 38, page 65); and
- The percentage of positive responses to all of those questions has increased from an average of 70% in 2005 to 75% in 2008 (Table on top of page 66).

### Summary

In summary, the data unambiguously show that Texas school districts are effectively preparing students in special education to pass the TAKS tests and graduate from high school, increasingly on the Recommended or Distinguished High School Programs. The discipline data indicate that students in special education are being referred to disciplinary placements at significantly higher rates than “all students.” High quality, annual professional development for all teachers in positive behavioral supports may prove to be a low-cost way to address these troubling disparities. The Region 13 Education Service Center has developed high-quality, online professional development that districts can access free of charge to meet this need. Finally, TEA’s annual 2009 Parent Involvement Survey reveals

that 75 percent of parents of students in special education are satisfied with the services being provided by their school districts.

Sincerely,

A handwritten signature in cursive script that reads "Sarah B. Winkler".

Sarah Winkler  
President,  
Texas Association of School Boards

Enclosures: "Special Education" sections of the 2009, 2008, and 2007 PBMAS State Longitudinal Reports; 2009 State Performance Plan (p. 61-66)

TEXAS EDUCATION AGENCY  
2009 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
STATE LONGITUDINAL REPORT

Special Education

INDICATOR	STANDARD (%)		2009 NUMERATOR	2009 DENOMINATOR	2009 PERFORMANCE LEVEL	2009 STATE RATE				2007 STATE RATE	2007 - 2009 CHANGE*	
	(a) 2009	(b) 2009				(f) 2009	(g) 2008	(h) 2007				
1. SPED TAKS PASSING RATE												
(i) MATHEMATICS	55.0	67.9	45,943	67,689	0	67.9	61.3	56.1	11.8			
(ii) READING/ELA	70.0	78.1	59,747	76,470	0	78.1	74.6	70.7	7.4			
(iii) SCIENCE	50.0	46.2	28,071	60,718	1	46.2	38.9	27.0	19.2			
(iv) SOCIAL STUDIES	70.0	72.0	34,689	48,199	0	72.0	64.2	50.3	21.7			
(v) WRITING	70.0	82.2	11,995	14,597	0	82.2	79.4	80.1	2.1			
2. SPED YEAR-AFTER-EXIT TAKS PASSING RATE												
(i) MATHEMATICS	55.0	77.7	15,682	20,184	0	77.7	72.7	71.4	6.3			
(ii) READING/ELA	70.0	86.9	17,573	20,222	0	86.9	83.8	82.1	4.8			
(iii) SCIENCE	50.0	73.4	4,831	6,583	0	73.4	66.7	61.9	11.5			
(iv) SOCIAL STUDIES	70.0	90.2	3,365	3,730	0	90.2	86.4	80.1	10.1			
(v) WRITING	70.0	88.1	4,928	5,592	0	88.1	84.7	85.3	2.8			
3. SPED TAKS/(TAKS(Accom.)) PARTICIPATION RATE	50.0	43.6	131,441	301,585	1	43.6	51.2**					
4. SPED TAKS-M PARTICIPATION RATE		29.3	88,310	301,585	Report Only	29.3	24.1**					
5. SPED TAKS-ALT PARTICIPATION RATE		7.4	22,385	301,585	Report Only	7.4	6.0**					
6. SPED LESS RESTRICTIVE ENVIRONMENT (AGES 3-5)	15.0	15.9	6,286	39,505	0	15.9	14.6	12.9	3.0			
7. SPED LESS RESTRICTIVE ENVIRONMENT (AGES 6-11)	40.0	40.0	69,067	172,821	0	40.0	39.7	35.5	4.5			
8. SPED LESS RESTRICTIVE ENVIRONMENT (AGES 12-21)	60.0	63.3	144,798	228,849	0	63.3	59.8	53.6	9.7			
9. SPED ANNUAL DROPOUT RATE (GRADES 7-12)	2.0	2.8	6,632	241,106	1	2.8	3.2	3.2	-0.4			
10. SPED RHSP/DAP DIPLOMA RATE	16.5	21.9	5,722	26,091	0	21.9	20.5	17.5	4.4			
11. SPED GRADUATION RATE	70.0	69.8	23,996	34,357	1	69.8	70.3	72.7				

\*FOR TAKS PERFORMANCE INDICATORS: To ensure comparability across years, the 2007 state rates for all TAKS performance indicators have been recalculated to include the appropriate TAKS-Inclusive (renamed TAKS(Accommodated)) and Grade 8 Science results consistent with the grades and subjects of those assessments as they were used in the 2009 PBMAS.

\*\*Updated 2008 student assessment participation rates are presented.

FOR GRADUATION RATE INDICATORS: Graduation rates for classes in which the national dropout definition is being phased in (i.e., classes of 2006, 2007, 2008, and 2009) are not comparable to rates for the class of 2005 and prior classes, nor are they comparable to each other.

Detailed information on each of the indicators above can be found in the 'PBMAS 2009 Manual' at <http://litter.tea.state.tx.us/bpm/PBMAManuals.html>.

TEXAS EDUCATION AGENCY  
 2009 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
 STATE LONGITUDINAL REPORT

INDICATOR	Special Education (cont.)					Performance Level				
	(a) 2009 STANDARD (%)	(b) 2009 STATE RATE	(c) 2009 NUMERATOR	(d) 2009 DENOMINATOR	(e) 2009 PERFORMANCE LEVEL	(f) 2007 STATE RATE	(g) 2008 STATE RATE	(h) 2007 STATE RATE	(i) 2007 - 2009 CHANGE*	
12. SPED REPRESENTATION	8.5	9.3	442,513	4,737,567	1	9.3	9.9	10.6	-1.3	
13. SPED AFRICAN AMERICAN REPRESENTATION	1.0	3.8	79,401	442,513	1	3.8	3.8	3.8	0.0	
ALL AFRICAN AMERICAN		17.9	689,352	4,737,567						
14. SPED HISPANIC REPRESENTATION	1.0	-3.9	194,599	442,513	0	-3.9	-3.9	-3.9	0.0	
ALL HISPANIC		44.0	2,270,408	4,737,567						
15. SPED LEP REPRESENTATION	1.0	-1.2	69,336	442,513	0	-1.2	0.1	0.3	-1.5	
ALL LEP		15.7	799,877	4,737,567						
16. SPED DISCRETIONARY DAEP PLACEMENTS	1.0	1.7	18,918	562,903	1	1.7	1.6	1.5	0.2	
ALL DAEP PLACEMENTS		3.4	88,876	5,105,465						
17. SPED DISCRETIONARY PLACEMENTS TO ISS	10.0	22.6	314,050	562,903	1	22.6	22.5	23.2	-0.6	
ALL ISS PLACEMENTS		55.8	1,696,491	5,105,465						
18. SPED DISCRETIONARY PLACEMENTS TO OSS		13.0	141,314	562,903	Report Only	13.0	12.7			
ALL OSS PLACEMENTS		25.1	620,183	5,105,465						

\*FOR TAKS PERFORMANCE INDICATORS: To ensure comparability across years, the 2007 state rates for all TAKS performance indicators have been recalculated to include the appropriate TAKS-Inclusive (renamed TAKS(Accommodated)) and Grade 8 Science results consistent with the grades and subjects of those assessments as they were used in the 2009 PBMS. FOR GRADUATION RATE INDICATORS: Graduation rates for classes in which the national dropout definition is being phased in (i.e., classes of 2006, 2007, 2008, and 2009) are not comparable to rates for the class of 2005 and prior classes, nor are they comparable to each other.

Detailed information on each of the indicators above can be found in the 'PBMS 2009 Manual' at <http://ritter.tea.state.tx.us/dbm/PBMSManuals.html>.

TEXAS EDUCATION AGENCY  
2008 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
STATE LONGITUDINAL REPORT

Special Education

INDICATOR	STANDARD (%)		2008 NUMERATOR	2008 DENOMINATOR	2008 PERFORMANCE LEVEL	2008 STATE RATE				2006 STATE RATE	2006 - 2008 CHANGE*	
	(a) 2008	(b) 2008				(f) 2008	(g) 2007	(h) 2006				
1. SPED TAKS PASSING RATE												
(i) MATHEMATICS	50.0	61.3	53,176	86,678	0	61.3	56.1	56.1	56.1	5.2		
(ii) READING/ELA	70.0	74.6	92,824	92,824	0	74.6	70.7	70.5	70.5	4.1		
(iii) SCIENCE	45.0	38.9	27,198	69,988	1	38.9	27.0	31.4	31.4	7.5		
(iv) SOCIAL STUDIES	65.0	64.2	34,077	53,073	1	64.2	50.3	53.3	53.3	10.9		
(v) WRITING	65.0	79.4	14,717	18,545	0	79.4	80.1	79.3	79.3	0.1		
2. SPED YEAR-AFTER-EXIT TAKS PASSING RATE												
(i) MATHEMATICS	50.0	72.7	16,568	22,783	0	72.7	71.4	69.2	69.2	3.5		
(ii) READING/ELA	70.0	83.8	19,143	22,857	0	83.8	82.1	80.4	80.4	3.4		
(iii) SCIENCE	45.0	66.7	5,044	7,562	0	66.7	61.9	58.3	58.3	8.4		
(iv) SOCIAL STUDIES	65.0	86.4	3,731	4,320	0	86.4	80.1	77.9	77.9	8.5		
(v) WRITING	65.0	84.7	5,314	6,271	0	84.7	85.3	85.3	85.3	-0.6		
3. SPED TAKS/TAKS(Accom.) PARTICIPATION RATE	20.0	51.4	181,687	314,429	0	51.4						
4. SPED TAKS-M PARTICIPATION RATE		23.9	75,229	314,429	Report ONLY	23.9						
5. SPED TAKS-ALT PARTICIPATION RATE		4.6	14,590	314,429	Report ONLY	4.6						
6. SPED LESS RESTRICTIVE ENVIRONMENT (AGES 3-5)	11.0	14.6	5,670	38,962	0	14.6	12.9	11.1	11.1	3.5		
7. SPED LESS RESTRICTIVE ENVIRONMENT (AGES 6-11)	25.0	39.7	72,908	183,831	0	39.7	35.5					
8. SPED LESS RESTRICTIVE ENVIRONMENT (AGES 12-21)	46.5	59.8	142,969	239,213	0	59.8	53.6	50.1	50.1	9.7		
9. SPED ANNUAL DROPOUT RATE (GRADES 7-12)	2.0	3.2	8,139	250,573	1	3.2	3.2					
10. SPED RHSP/DAP DIPLOMA RATE	16.5	20.5	5,465	26,677	0	20.5	17.5	16.5	16.5	4.0		
11. SPED GRADUATION RATE		70.3	24,513	34,845	Report ONLY	70.3	72.7					
12. SPED IDENTIFICATION	8.5	9.9	463,229	4,660,041	1	9.9	10.6	11.0	11.0	-1.1		

\*FOR TAKS PERFORMANCE INDICATORS: To ensure comparability across years, the 2006 and 2007 state rates for all TAKS performance indicators have been recalculated to include the appropriate TAKS-Inclusive (renamed TAKS(Accommodated)) and Grade 8 Science results consistent with the grades and subjects of those assessments as they were used in the 2008 PBMA. FOR GRADUATION RATE INDICATORS: Graduation rates for classes in which the national dropout definition is being phased in (i.e., classes of 2006, 2007, 2008, and 2009) are not comparable to rates for the class of 2005 and prior classes, nor are they comparable to each other.

Detailed information on each of the indicators above can be found in the 'PBMA 2008 Manual' at <http://titter.tea.state.tx.us/pbm/PBMAManuals.html>.

TEXAS EDUCATION AGENCY  
2008 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
STATE LONGITUDINAL REPORT

Special Education (cont.)

INDICATOR	2008		NUMERATOR	DENOMINATOR	2008 PERFORMANCE LEVEL	2008		2007		2006		2006 - 2008 CHANGE*
	(a) STANDARD (%)	(b) STATE RATE				(f) STATE RATE	(g) STATE RATE	(h) STATE RATE	(i) STATE RATE			
13. SPED AFRICAN AMERICAN REPRESENTATION	1.0	3.8	83,595	463,229	1	3.8	3.8	3.5			0.3	
SPED AFRICAN AMERICAN		18.0	663,596	4,660,041								
ALL AFRICAN AMERICAN		14.2										
14. SPED HISPANIC REPRESENTATION	1.0	-3.9	200,489	463,229	0	-3.9	-3.9	-3.8			-0.1	
SPED HISPANIC		43.3	2,199,009	4,660,041								
ALL HISPANIC		47.2										
15. SPED LEP REPRESENTATION	1.0	0.1	77,585	463,229	0	0.1	0.3	0.0			0.1	
SPED LEP		16.7	774,868	4,660,041								
ALL LEP		16.6										
16. SPED DISCRETIONARY DAEP PLACEMENTS	1.0	1.6	20,889	599,349	1	1.6	1.5	1.5			0.1	
SPED DAEP PLACEMENTS		3.5	97,642	5,052,226								
ALL DAEP PLACEMENTS		1.9										
17. SPED DISCRETIONARY PLACEMENTS TO ISS	10.0	22.5	337,782	599,349	1	22.5	23.2	23.9			-1.4	
SPED ISS PLACEMENTS		56.4	1,713,310	5,052,226								
ALL ISS PLACEMENTS		33.9										
18. SPED DISCRETIONARY PLACEMENTS TO OSS		12.7	149,082	599,349	Report Only	12.7						
SPED OSS PLACEMENTS		24.9	617,315	5,052,226								
ALL OSS PLACEMENTS		12.2										

\*FOR TAKS PERFORMANCE INDICATORS: To ensure comparability across years, the 2006 and 2007 state rates for all TAKS performance indicators have been recalculated to include the appropriate TAKS-Inclusive (renamed TAKS(Accommodated)) and Grade 8 Science results consistent with the grades and subjects of those assessments as they were used in the 2008 PBMAS. FOR GRADUATION RATE INDICATORS: Graduation rates for classes in which the national dropout definition is being phased in (i.e., classes of 2006, 2007, 2008, and 2009) are not comparable to rates for the class of 2005 and prior classes, nor are they comparable to each other.

Detailed information on each of the indicators above can be found in the 'PBMAS 2008 Manual' at <http://ritter.tea.state.tx.us/bdm/PBMAManuals.html>.



TEXAS EDUCATION AGENCY  
2007 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
STATE LONGITUDINAL REPORT

Special Education

INDICATOR	2007		2007		2007		2007		2007		2006		2005		2005-2007	
	STANDARD	(a)	STATE RATE	NUMERATOR	DENOMINATOR	PERFORMANCE LEVEL	2007 PL @	STATE RATE	STATE RATE	STATE RATE	STATE RATE	STATE RATE	STATE RATE	CHANGE*		
*****																
1. SPED TAKS PASSING RATE																
(i) MATHEMATICS	45.0	58.5	61,262	104,652	0	0	58.5	57.1	51.8	6.7						
(ii) READING/ELA	65.0	72.9	76,339	104,719	0	0	72.9	71.4	64.7	8.2						
(iii) SCIENCE	40.0	50.3	13,834	27,500	0	0	50.3	49.5	37.5	12.8						
(iv) SOCIAL STUDIES	65.0	72.0	20,396	28,341	0	0	72.0	66.8	64.7	7.3						
(v) WRITING	65.0	80.1	15,870	19,808	0	0	80.1	79.3	75.2	4.9						
*****																
2. SPED YEAR-AFTER-EXIT TAKS																
PASSING RATE																
(i) MATHEMATICS	45.0	71.4	16,216	22,725	0	0	71.4	69.2	65.6	5.8						
(ii) READING/ELA	65.0	82.1	18,650	22,721	0	0	82.1	80.4	77.4	4.7						
(iii) SCIENCE	40.0	68.0	3,566	5,247	0	0	68.0	66.0	57.2	10.8						
(iv) SOCIAL STUDIES	65.0	80.1	3,232	4,034	0	0	80.1	77.9	78.3	1.8						
(v) WRITING	65.0	85.3	5,430	6,365	0	0	85.3	85.3	83.7	1.6						
*****																
3. SDAA II GAP CLOSURE (GRADES 3-8)																
(i) MATHEMATICS	48.1	70.4	76,564	108,826	0	0	70.4	58.2	51.8	18.6						
(ii) READING/ELA	43.1	64.9	73,876	113,901	0	0	64.9	52.7	49.7	15.2						
(iii) WRITING	45.2	45.2	10,108	22,355	Report Only		45.2	32.4	27.1	18.1						
*****																
4. SDAA II GAP CLOSURE (GRADES 3-10)																
(i) MATHEMATICS	66.1	66.1	88,925	134,623	Report Only		66.1	52.2	45.1	21.0						
(ii) READING/ELA	60.9	60.9	85,529	140,493	Report Only		60.9	48.0	43.8	17.1						
*****																
5. TAKS ONLY PARTICIPATION RATE	20.0	22.9	76,063	332,498	0	0	22.9	22.9	24.5	-1.6						
6. TAKS/TAKS-I ONLY PARTICIPATION RATE	25.3	25.3	84,012	332,498	Report Only		25.3	24.1								
7. SDAA II ONLY PARTICIPATION RATE	56.0	51.8	157,326	303,939	0	0	51.8	51.9	50.6	1.2						
8. LESS RESTRICTIVE ENVIRONMENT (AGES 3-5)	11.0	12.9	5,287	40,950	0	0	12.9	11.1	9.6	3.3						
9. LESS RESTRICTIVE ENVIRONMENT (AGES 6-11)	25.0	35.5	69,174	194,896	0	0	35.5									
10. LESS RESTRICTIVE ENVIRONMENT (AGES 12-21)	46.5	53.6	132,756	247,709	0	0	53.6	50.1	47.1	6.5						

\*To ensure comparability across years when the student passing standard increased, the 2005 state rates for all TAKS performance indicators have been recalculated based on the 2006 student passing standard.

Detailed information on each of the indicators above can be found in the 'PBMAS 2007 Manual' at <http://www.tea.state.tx.us/dpm/PBMASManuals.html>.

TEXAS EDUCATION AGENCY  
2007 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
STATE LONGITUDINAL REPORT

Special Education (cont.)

INDICATOR	STANDARD (%)		STATE RATE		2007 NUMERATOR	2007 DENOMINATOR	2007 PERFORMANCE LEVEL	2007 PL ACC'T STDS (TAKS ONLY)	2007 STATE RATE			2005 STATE RATE	2005-2007 CHANGE*
	(a)	(b)	(c)	(d)					(e)	(f)	(g)		
11. SPED ANNUAL DROPOUT RATE	2.0	3.2	8,161	255,459	1				3.2				
12. SPED RHSP/DAP DIPLOMA RATE	16.5	17.5	4,540	25,905	0				17.5	16.5	14.6		2.9
13. SPED GRADUATION RATE		72.7	24,851	34,176			Report Only		72.7				
14. SPED IDENTIFICATION	8.5	10.6	484,764	4,583,245	1				10.6	11.0	11.5		-0.9
15. SPED AFRICAN AMERICAN REPRESENTATION	1.0	3.8	88,131	484,764	1				3.8	3.5	3.6		0.2
SPED AFRICAN AMERICAN ALL AFRICAN AMERICAN		14.4	660,216	4,583,245									
16. SPED HISPANIC REPRESENTATION	1.0	-3.9	205,580	484,764	0				-3.9	-3.8	-4.0		0.1
SPED HISPANIC ALL HISPANIC		42.4	2,123,377	4,583,245									
17. SPED LEP REPRESENTATION	1.0	0.3	79,084	484,764	0				0.3	0.0	-0.5		0.8
SPED LEP ALL LEP		16.3	731,289	4,583,245									
18. SPED DISCRETIONARY DAEP PLACEMENTS	1.0	1.5	21,396	622,784	1				1.5	1.5	1.5		0.0
SPED DAEP PLACEMENTS ALL DAEP PLACEMENTS		3.4	97,826	5,028,042									
19. SPED DISCRETIONARY EXPULSIONS	1.0	0.1	1,391	622,784	0				0.1	0.1	0.1		0.0
SPED EXPULSIONS ALL EXPULSIONS		0.2	5,834	5,028,042									
20. SPED DISCRETIONARY PLACEMENTS TO ISS	16.0	23.2	357,166	622,784	1				23.2	23.9	23.2		0.0
SPED ISS PLACEMENTS ALL ISS PLACEMENTS		57.3	1,714,178	5,028,042									

\*To ensure comparability across years when the student passing standard increased, the 2005 state rates for all TAKS performance indicators have been recalculated based on the 2006 student passing standard.

Detailed information on each of the indicators above can be found in the 'PBMS 2007 Manual' at <http://www.tea.state.tx.us/dbm/PBMSManuals.html>.

## Part B State Annual Performance Report (APR) for 2008

<b>Monitoring Priority: FAPE in the LRE</b>
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**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.

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

<b>Measurement:</b>
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Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.
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FFY	Measurable and Rigorous Target
2008	75% of parents with a child receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

**Overview of Issue/Description of System or Process:**

**Data Collection Activities**

**Survey**

The survey instrument, distributed in fall 2006, spring 2007, and spring 2008, was revised for use in 2009. Details regarding the development of the survey are available in the current 2005-2010 State Performance Plan (SPP) available at <http://ritter.tea.state.tx.us/special.ed/spp/>.

**Sampling Plan**

One-sixth of all Texas districts will be sampled each year with every district included at some point during the six-year cycle. The sampling matrix considers geographic area, district size, and student demographics. Each district with an average daily membership (ADM) of 50,000 students or more must be included each year.

For the spring 2009 survey distribution, 1,454 campuses within 238 districts were included in the final sample of eligible schools. To reduce the burden on school staff members, every participating campus received a maximum of 15 surveys. The final database includes information regarding student grade level, gender, ethnicity, and eligibility (formerly *disability*) category. Students were then selected according to a sampling framework that considered these variables proportionately from the various campuses/districts. To increase the return rates for smaller incidence eligibility categories, over- and under-sampling were used. For example, while students with a learning disability constitute 50 percent of the state's students with disabilities population, they were included at about 30 percent in the sampling framework. Of the 238 districts included in the original mailing, surveys were received from 228 districts.

Next year the Texas Education Agency plans to follow-up with the districts that do not turn in surveys by the deadline. Districts will be directed to designate a contact person to ensure surveys were distributed and follow-up activities were done.

### **Survey Distribution**

In the spring of 2009, surveys were sent to 18,463 parents. Surveys were sent to districts bundled by campus with individual student packages to be distributed to parents. Students whose home language survey indicated Spanish had surveys in both English and Spanish included. Packets to parents included a self-addressed, postage-paid return envelope. Parents were asked to not provide student identifiable information.

Although a total of 18,463 surveys were mailed, several factors affected whether parents received or returned surveys. These include the following:

- Student mobility across districts (over 20 percent annual according to TEA reports)
- Leaving school (graduation, dropout, moving out of state or country)
- Intra-district movement (changing campuses)
- Never distributed by school
- Not taken home
- Parent apathy or suspicion regarding survey use
- Doubt survey will impact their child
- Loss, mailing errors, other

### **Response Rate**

A total of 4,781 parent surveys were returned in time to be included in the analyses. There were 4,076 English and 705 Spanish surveys that were usable (that is, non-blank). The total number is within the desired bounds of +/- 3% at the 95% confidence level. Otherwise stated, we can be (at least) 95 percent sure that the findings to individual questions are within +/- 3 percentage points of the actual population distributions. The overall return rate for parent surveys was 25.9 percent. Of these, 1,750 provided feedback in English, and 350 responded in Spanish.

### **Representative Sample**

Table 2 presents demographic information of students whose parents returned surveys. In general, the percentages returned mirror the sample distributions. As noted earlier, deliberate over- and under-sampling were utilized to try and match return percentages to overstate distributions based on previous surveys. Of the 238 districts included in the original mailing, 228 were included in the analyses. Surveys from the remaining districts may have been received after the processing date (approximately one month after the survey return due date). In some cases, students may have left the district after the PEIMS data collection in fall 2008.

Table 2 also provides an indication of the relative success of the over/under-sampling approach. The number of surveys returned is relatively close to the overall state special education population. After reviewing the demographic data the State has determined its reporting a representative sample.

**Table 2: Student Demographics**

Categories		Surveys Analyzed n=4,781	Initial Sample n=18,463	State Special Education
<b>Ethnicity</b>	African American	19.8%	22.8%	17.7%
	Hispanic	40.4%	40.5%	40.0%
	White	37.5%	34.5%	40.8%
	Other	2.3%	2.2%	1.5%
<b>Gender</b>	Male	66.8%	67.4%	66.8%
	Female	33.2%	32.6%	33.2%
<b>Disability</b>	Learning Disability	25.6%	29.5%	50.0%
	Speech	26.1%	24.4%	20.2%
	Other health impaired	13.8%	14.7%	10.0%
	Other	34.4%	31.3%	19.8%
<b>Grade Span</b>	Elementary (including PK/Kindergarten)	48.4%	44.6%	39.7%
	Middle (5-8)	26.7%	28.1%	28.0%
	High (9-12)	24.9%	27.3%	32.4%
<b>Economic Disadvantage</b>	Yes	62.9%	65.4%	59.2%
	No	37.1%	34.6%	40.8%

Source: English and Spanish Spring 2009 Parent Involvement Surveys, Initial Sample  
ESC 11 Special Education Supplemental Report

\* Note that percentages in this, and other tables, may not total 100 due to rounding.

**Actual Target Data for FFY 2008:**

The results from questions 2b, 3b, 4a, and 6b from the 2009 Parent Involvement Survey were aggregated and averaged to measure the facilitation of parental involvement. The results are reflected in the following data tables included in this report:

- Question 2b (Table 33)
- Question 3b (Table 10)
- Question 4a (Table 20)
- Question 6b (Table 38)

The following data tables are excerpted from *Survey of Parents of Students Receiving Special Education Services in Texas; Spring Administration, September 2009* at [http://www.esc9.net/pages/uploaded\\_files/ESC\\_2009\\_Report\\_Final.pdf](http://www.esc9.net/pages/uploaded_files/ESC_2009_Report_Final.pdf).

Central to issues surrounding parental involvement is the relationship between the school staff and parents (Table 10). In this case, nearly three-quarters of parents believe that they are an equal partner in planning their child's program – which is a higher proportion than in the previous surveys.

**Table 10: I am considered an equal partner with teachers and other professionals in planning my child's program**

FFY 2008 Response	FFY 2008 Percent
Agree	74.3%
Neutral	19.2%
Disagree	6.4%

Source: Spring 2009 Parent Involvement Surveys

**Table 10: Trend Data**

	FFY 2007	FFY 2008
A. Number of Respondents who indicated they agree	1,874	3,483
B. Total Number of Survey Responses	2,658	4,688
(A / B) * 100	70.5%	74.3%

Table 20 shows that over three-quarters of parents agree that the school communicates regularly regarding IEP progress and other important issues. As with most other areas, the responses from the Spanish surveys are more positive. Overall, one-fifth of parents reported that the communication from the school occurred *sometimes*, while 3 percent reported *never*. As with the surveys conducted in fall 2006, spring 2007, and spring 2008, almost one-quarter of the parents surveyed noted that the school communicated *sometimes* or *never*. This suggests that communication is an area identified for improvement.

**Table 20: The school communicates regularly with me regarding my child's IEP progress and other important issues**

FFY 2008 Response	FFY 2008 Percent
Always	75.9%
Sometimes	20.8%
Never	3.3%

Source: Spring 2009 Parent Involvement Surveys

**Table 20: Trend Data**

	FFY 2007	FFY 2008
A. Number of Respondents who indicated always	1,938	3,598
B. Total Number of Survey Responses	2,658	4,741
(A / B) * 100	72.9%	75.9%

Table 33 shows that almost 66 percent of parents said that teachers Always understand their child's needs.

**Table 33: Teachers understand my child's needs**

FFY 2008 Response	FFY 2008 Percent
Always	65.6%
Sometimes	32.5%
Never	1.9%

Source: Spring 2009 Parent Involvement Surveys

**Table 33: Trend Data**

	FFY 2007	FFY 2008
A. Number of Respondents who indicated always	1,698	3,092
B. Total Number of Survey Responses	2,658	4,713
(A / B) * 100	63.9%	65.6%

As seen in Table 38, over 80 percent of parents' say that their concerns and recommendations are considered Always. While a very small percent say Never, there remains almost 15 percent of parents who chose the Sometimes category. Even if the parents' concerns do not lead directly to actions, the parents' concerns and recommendations should be considered.

**Table 38: My concerns and recommendations are considered by the ARD committee in the development of the IEP**

FFY 2008 Response	FFY 2008 Percent
Always	82.9%
Sometimes	14.9%
Never	2.2%

Source: Spring 2009 Parent Involvement Surveys

**Table 38: Trend Data**

	FFY 2007	FFY 2008
A. Number of Respondents who indicated always	2,187	3,010
B. Total Number of Survey Responses	2,658	4,716
(A / B) * 100	82.3%	82.9%

**Survey Results: Items with Response in Positive Category**

Survey Item	FFY 2005	FFY 2006	FFY 2007	FFY 2008
	Fall 2006	Spring 2007	Spring 2008	Spring 2009
I am considered an equal partner	70.0%	69.6%	70.5%	74.3%
School communicates regularly regarding IEP	69.8%	68.8%	72.9%	75.9%
Teachers understand my child's needs	60.8%	58.5%	63.9%	65.6%
Concerns and recommendation are considered	79.7%	79.2%	82.3%	82.9%
<b>Average</b>	<b>70%</b>	<b>69%</b>	<b>73%</b>	<b>75%</b>

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:**

**I. Improvement Activities Completed:**

During 2008-09, the following improvement activities were completed.

<b>Data Collection Improvement</b>	<b>Timeline</b>	<b>Status</b>
<p><b>Parent Survey Timeline</b></p> <ul style="list-style-type: none"> <li>• Letters were sent to Districts Announcing the Survey.</li> <li>• Surveys were distributed.</li> <li>• Surveys were returned.</li> <li>• Report was issued.</li> </ul>	<p>February 2009</p> <p>March 2009</p> <p>May 2009</p> <p>September 2009</p>	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p>
<p><b>Training</b></p> <p>State Parent Organizations' Academy</p> <p>The PCN hosted the State Parent Organizations Academy on November 20 - 21, 2008. The purpose of the Academy was to build partnerships with parent training entities in the state to ensure access to current and accurate information. Thirty two representatives from various agencies serving families of students with disabilities attended. The topics included:</p> <ul style="list-style-type: none"> <li>• Facilitated IEP</li> <li>• Access to the General Curriculum focusing on Inclusive Practices</li> <li>• State Assessments</li> <li>• Transition/Graduation</li> <li>• Autism</li> <li>• Response to Intervention</li> </ul>	<p>Fall 2008</p>	<p>Completed</p>