

Table 1

2009 Federal Child Count Data - Students Eligible for Special Education by Age and Disability

AGE	MR	AI	SI	VI	ED	OI	OHI	LD	DB	MD	AU	TBI	TOTALS
3	203	235	7,509	147	7	112	667	*	*	112	614	21	9,634
4	285	287	10,338	169	13	163	860	*	6	144	1,145	*	13,448
5	582	321	12,953	198	97	209	1,148	92	*	175	1,814	*	17,624
3-5 Total	1,070	843	30,800	514	117	484	2,675	111	13	431	3,573	75	40,706
6	1,242	404	13,358	241	383	241	1,776	647	14	233	2,532	38	21,109
7	1,586	402	13,179	244	792	279	2,298	2,292	8	261	2,561	60	23,962
8	1,906	461	11,710	252	1,190	298	2,900	5,365	7	319	2,579	55	27,042
9	2,130	471	8,990	241	1,624	302	3,670	9,737	15	341	2,450	79	30,050
10	2,247	541	6,269	232	2,113	272	4,134	13,917	5	372	2,315	88	32,505
11	2,231	531	3,691	226	2,477	301	4,757	17,145	6	362	2,244	77	34,048
12	2,177	505	1,931	221	2,812	323	4,944	19,031	7	411	2,019	106	34,487
13	2,103	509	1,078	216	2,900	302	5,173	19,903	9	368	1,824	103	34,488
14	2,191	474	545	220	3,138	266	5,350	20,997	10	340	1,683	98	35,312
15	2,231	511	317	197	3,323	311	5,259	21,773	*	349	1,550	*	35,948
16	2,369	528	234	209	3,296	313	4,786	22,131	6	377	1,391	145	35,785
17	2,252	476	162	206	2,953	257	3,976	20,945	5	373	1,215	136	32,956
18	1,782	289	56	93	1,341	156	2,037	10,643	6	322	726	86	17,537
19	1,244	89	*	49	335	74	400	1,993	*	275	405	36	4,915
20	889	29	*	26	73	47	153	329	*	222	222	20	2,015
21	684	12	*	15	26	43	76	85	*	183	196	10	1,333
6-21 Total	29,264	6,232	61,536	2,888	28,776	3,785	51,689	186,933	109	5,108	25,912	1,260	403,492
TOTAL	30,334	7,075	92,336	3,402	28,893	4,269	54,364	187,044	122	5,539	29,485	1,335	444,198

* = Data masked to ensure confidentiality

MR = Mental Retardation

VI = Visual Impairment

OHI = Other Health Impairments

MD = Multiple Disabilities

AI = Auditory Impairment

ED = Emotional Disturbance

LD = Learning Disability

AU = Autism

SI = Speech Impairment

OI = Orthopedic Impairment

DB = Deaf-Blind

TBI = Traumatic Brain Injury

Table 2

2009 Federal Child Count Data - All Students Eligible for Special Education by Race/Ethnicity and Disability

	American Indian or Alaska Native	Asian or Other Pacific Islander	African American (Not Hispanic)	Hispanic	White (Not Hispanic)	TOTAL
MR	90	635	7,550	14,057	8,002	30,334
AI	24	242	923	3,631	2,255	7,075
SI	460	2,465	11,093	41,718	36,600	92,336
VI	11	85	528	1,435	1,343	3,402
ED	161	210	6,470	9,010	13,042	28,893
OI	18	131	572	2,038	1,510	4,269
OHI	266	643	9,920	18,473	25,062	54,364
LD	864	1,507	37,490	96,044	51,139	187,044
DB	*	*	12	46	60	122
MD	22	129	940	2,285	2,163	5,539
AU	139	1,555	4,059	9,811	13,921	29,485
TBI	*	*	234	512	563	1,335
Totals	2,065	7,622	79,791	199,060	155,660	444,198
	< 0.50%	<2%	18%	45%	35%	

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Table 3

1999 and 2009 Federal Child Count Data - Students Eligible for Special Education Ages 6-21 by Disability and Percent Change

AGE	MR	AI	SI	VI	ED	OI	OHI	LD	DB	MD	AU	TBI	TOTALS
6-21 in 99	25,554	5,923	70,885	2,395	36,267	5,281	35,487	265,189	77	4,716	5,134	863	457,771
6-21 in 09	29,264	6,232	61,536	2,888	28,776	3,785	51,689	186,933	109	5,108	25,912	1,260	403,492
% Change													
from 1999	14.52%	5.22%	-13.19%	20.58%	-20.66%	-28.33%	45.66%	-29.51%	41.56%	8.31%	404.71%	46%	-11.86%
to 2009													

MR = Mental Retardation

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VI = Visual Impairment

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OI = Orthopedic Impairment

OHI = Other Health Impairments

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AU = Autism

TBI = Traumatic Brain Injury

Table 4

2009 Federal Child Count Data - Students Eligible for Special Education Ages 3-5 by Disability and Instructional Setting

	Children Attending a Regular Early Childhood Program			Children Not Attending Regular Early Childhood Prog or Kindergarten				
	Reg ECP at Least 80% of the Time	Reg ECP 40% to 79% of the Time	Reg ECP <40% of the Time	Attending SPED Program			Not Attending a SPED Program	
				Separate Class	Separate School	Residential Facility	Home	Service Provider Location
MR	114	123	461	362	*	*	*	*
HI	239	99	173	286	*	16	*	23
SI	3,948	1,477	1,489	4,398	*	*	22	19,456
VI	203	43	74	158	*	*	26	9
ED	62	12	31	10	*	*	*	*
OI	179	57	86	138	*	*	12	12
OHI	855	266	517	858	*	*	122	52
LD	79	11	10	7	*	*	*	*
DB	*	*	*	6	*	*	*	*
MD	53	24	135	154	10	*	52	*
AU	865	418	964	1,287	*	*	*	36
TBI	20	8	13	29	*	*	*	*
Totals	6,618	2,538	3,957	7,693	31	18	249	19,602

TOTAL 3-5 40,706

* = Data masked to ensure confidentiality

SPED = Special Education

Reg ECP = Regular Early Childhood Program

MR = Mental Retardation

VI = Visual Impairment

OHI = Other Health Impairments

MD = Multiple Disabilities

AI = Auditory Impairment

ED = Emotional Disturbance

LD = Learning Disability

AU = Autism

SI = Speech Impairment

OI = Orthopedic Impairment

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Table 5

2009 Federal Child Count Data - All Students Eligible for Special Education Ages 6-21 by Disability and Instructional Setting

	Regular Classroom 80% or More of Day	Regular Classroom 79% to 40% of Day	Regular Classroom <40% of Day	Separate School	Residential Placement	Homebound and Hospital	Correctional Facilities	Parentally Placed in Private School
MR	2,454	7,478	18,658	471	30	153	10	10
AI	3,375	1,418	1,034	*	374	*	*	14
SI	59,871	950	312	*	*	16	*	375
VI	1,868	376	505	*	87	39	*	*
ED	17,367	5,604	4,516	630	33	329	288	9
OI	1,915	741	995	*	*	115	*	*
OHI	34,859	10,166	5,621	133	9	789	79	33
LD	136,903	43,662	5,522	*	*	382	288	*
DB	19	10	54	*	20	*	*	*
MD	625	526	3,252	259	*	390	*	*
AU	10,804	4,966	9,697	286	35	*	*	53
TBI	561	316	310	18	*	50	*	*
Totals	270,621	76,213	50,476	1,963	648	2,344	674	553

TOTAL 6-21 403,492

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VI = Visual Impairment
ED = Emotional Disturbance
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OHI = Other Health Impairments
LD = Learning Disability
DB = Deaf-Blind

MD = Multiple Disabilities
AU = Autism
TBI = Traumatic Brain Injury

Table 6

2009 Federal Child Count Data - Charter Schools ONLY - Students Eligible for Special Education by Disability & Age Range

AGE	TOTALS	MR	AI	SI	VI	ED	OI	OHI	LD	DB	MD	AU	TBI
3-5	296												
6-21	8,785												
Total	9,081	245	62	1,261	20	1,244	27	935	4,919	*	139	217	*

Table 7

2009 Federal Child Count Data - Charter Schools ONLY - Students Eligible for Special Education by Race/Ethnicity & Age Range

AGE	TOTALS	Native American	Asian	African American	Hispanic	White
3-5	296					
6-21	8,785					
Total	9,081	52	84	2,790	3,856	2,299
%	100%	≤1%	≤1%	31%	42%	25%

* = Data masked to ensure confidentiality

MR = Mental Retardation

AI = Auditory Impairment

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VI = Visual Impairment

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OI = Orthopedic Impairment

OHI = Other Health Impairments

LD = Learning Disability

DB = Deaf-Blind

MD = Multiple Disabilities

AU = Autism

TBI = Traumatic Brain Injury

Table 8

2009 Federal Child Count Data - Charter Schools ONLY - Students Eligible for Special Education by Age Range (3-5) Instructional Setting

	Children Attending a Regular Early Childhood Program			Children Not Attending Regular Early Childhood Prog or Kindergarten				
	Reg ECP at Least 80% of the Time	Reg ECP 40% to 79% of the Time	Reg ECP <40% of the Time	Attending SPED Program			Not Attending a SPED Program	
				Separate Class	Separate School	Residential Facility	Home	Service Provider Location
Totals	31	*	*	*	*	*	*	256

TOTAL 3-5 296

Table 9

2009 Federal Child Count Data - Charter Schools ONLY - Students Eligible for Special Education by Age Range (6-21) & Instructional Setting

	Regular Classroom 80% or More of Day	Regular Classroom 79% to 40% of Day	Regular Classroom <40% of Day	Separate School	Residential Placement	Homebound and Hospital	Correctional Facilities	Parentally Placed in Private School
Totals	7,711	844	193	*	*	36	674	*

TOTAL 6-21 8,785

* = Data masked to ensure confidentiality
 SPED = Special Education
 Reg ECP = Regular Early Childhood Program

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

Special Education

INDICATOR	(a) 2009 STANDARD (%)	(b) 2009 STATE RATE	(c) 2009 NUMERATOR	(d) 2009 DENOMINATOR	(e) 2009 PERFORMANCE LEVEL	(f) 2009 STATE RATE	(g) 2008 STATE RATE	(h) 2007 STATE RATE	(i) 2007 - 2009 CHANGE*

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 'PBMA 2009 Manual' at <http://ritter.tea.state.tx.us/pbm/PBMAManuals.html>.

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

Special Education (cont.)

INDICATOR	(a) 2009 STANDARD (%)	(b) 2009 STATE RATE	(c) 2009 NUMERATOR	(d) 2009 DENOMINATOR	(e) 2009 PERFORMANCE LEVEL	(f) 2009 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			1	3.8	3.8	3.8	0.0
SPED AFRICAN AMERICAN		17.9	79,401	442,513					
ALL AFRICAN AMERICAN		14.1	669,352	4,737,567					
14. SPED HISPANIC REPRESENTATION	1.0	-3.9			0	-3.9	-3.9	-3.9	0.0
SPED HISPANIC		44.0	194,599	442,513					
ALL HISPANIC		47.9	2,270,408	4,737,567					
15. SPED LEP REPRESENTATION	1.0	-1.2			0	-1.2	0.1	0.3	-1.5
SPED LEP		15.7	69,336	442,513					
ALL LEP		16.9	799,877	4,737,567					
16. SPED DISCRETIONARY DAEP PLACEMENTS	1.0	1.7			1	1.7	1.6	1.5	0.2
SPED DAEP PLACEMENTS		3.4	18,918	562,903					
ALL DAEP PLACEMENTS		1.7	88,876	5,105,465					
17. SPED DISCRETIONARY PLACEMENTS TO ISS	10.0	22.6			1	22.6	22.5	23.2	-0.6
SPED ISS PLACEMENTS		55.8	314,050	562,903					
ALL ISS PLACEMENTS		33.2	1,696,491	5,105,465					
18. SPED DISCRETIONARY PLACEMENTS TO OSS		13.0			Report Only	13.0	12.7		
SPED OSS PLACEMENTS		25.1	141,314	562,903					
ALL OSS PLACEMENTS		12.1	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 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 2009 Manual' at <http://ritter.tea.state.tx.us/pbm/PBMAManuals.html>.

Dispute Resolution Data, 2005-06 through 2008-09

Complaint Investigation Timeline	FFY 2005 2005-06	FFY 2006 2006-07	FFY 2007 2007-08	FFY 2008 2008-09
(1) Signed, written complaints total	451	450	425	355
(1.1) Complaints with reports issued	204	171	171	145
(a) Reports with findings	156	114	103	73
(b) Reports within timeline	175	166	158	140
(c) Reports within extended timelines	28	5	13	5
Percent of signed written complaints with reports issued that were resolved within 60-day timeline. Calculation: $[(1.1(b) + 1.1(c)) / 1.1 * 100$	99%	100%	100%	100%

Due Process Hearing Timeline				
(3) Due process complaints total	277	329	300	296
(3.2) Hearings (fully adjudicated)	32	45	32	33
(a) Decisions within timeline (include expedited)	4	5	3	4
(b) Decisions within extended timeline	28	40	29	29
Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party. Calculation: $(3.2(a) + 3.2(b)) / (3.2) * 100$	100%	100%	100%	100%

Resolution Meetings				
(3) Due process complaints total	277	329	300	296
(3.1) Resolution meetings	173	240	111	112
(a) Written settlement agreements	65	49	32	32
Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. Calculation: $(3.1(a) / (3.1) * 100$	38%	20%	29%	29%

Mediation Agreements				
(2) Mediation requests total	250	238	302	314
(2.1) Mediations held	157	145	194	191
(a) Mediations held related to due process complaints	83	75	117	121
(i) Mediation agreements	67	60	92	96
(b) Mediations held not related to due process complaints	74	70	77	70
(i) Mediation agreements	58	47	60	51
Percent of mediations held that resulted in mediation agreements Calculation: $2.1(a)(i) + 2.1(b)(i)$ divided by 2.1 * 100	80%	74%	78%	77%

Federal Definitions:

(1) *Written, signed complaint* – A signed, written document submitted to the SEA by an individual or organization (complainant) that alleges a violation of a requirement of Part B of IDEA 2004.

(1.1) *Complaint with report issued* – A written decision was provided by the SEA to the complainant and LEA regarding alleged violations of a requirement of Part B of IDEA 2004.

(1.1)(a) *Report with findings* – The written decision, provided by the SEA to the complainant and public agency in response to a written, signed complaint, which finds the public agency to be out of compliance with one or more requirements of Part B of IDEA 2004.

(1.1)(b) *Report within timeline* – The written decision from the SEA was provided to the complainant and the public agency not later than 60 days after receiving the *written, signed complaint*.

(2) *Mediation request* – A request by a party to a dispute involving any matter under Part B of IDEA to meet with a qualified and impartial mediator to resolve the dispute(s).

(2.1)(a) *Mediation held related to due process complaint* – A process conducted by a qualified and impartial mediator to resolve a disagreement between a parent and public agency that was initiated by the filing of a *due process complaint*

(2.1)(a)(i) and (2.1)(b)(ii) *Mediation agreement* – A written legally binding agreement, signed by a parent and a representative of the public agency that specifies the resolution of any issues in the dispute that were reached through the mediation process.

(2.1)(b) *Mediation held not related to due process complaint* – A process conducted by a qualified and impartial mediator to resolve a disagreement between a parent and public agency that was not initiated by the filing of a *due process complaint*.

(3) *Due Process complaints* – a filing by a parent or public agency to initiate an impartial due process hearing on matters relating to the identification, evaluation, or educational placement of a child with a disability, or the provision of FAPE to the child.

(3.1) *Resolution Meeting* – A meeting, convened by the LEA, between the parent(s) and school personnel to discuss the parent's *due process complaint* and the facts that form the basis of the *due process complaint* so that the LEA has the opportunity to resolve the dispute that is the basis for the *due process complaint*.

(3.1)(a) *Written settlement agreement* – A legally binding written document, signed by the parent and a representative of the public agency, specifying the resolution of the dispute that formed the basis for a *due process complaint* arrived at in a *resolution meeting*.

(3.2) *Hearings (fully adjudicated)* – A hearing officer conducted a hearing, reached a final decision regarding matters of law and fact and issued a written decision to the parent and public agency.

(3.2)(a) *Decision within timeline* – The written decision from a *hearing (fully adjudicated)* was provided to the parties in the hearing not later than 45 days after the expiration of the *resolution period* or in the case of *expedited due process complaints*, provided no later than 10 school days after the hearing, which must occur within 20 school days of the date the *expedited due process complaint* is filed.