

SE Count by Inst. Setting

Enrollment Building Name	00	01	08	30	31	40	41	42	43	44	45	60	81	83	84	85	88	91	93	Total
ANN WINDLE SYC	17				11	2	4	19	13	14										80
BILLY RYAN HIGH SCHOOL		1	4			11	124	46	12	25					1	8				232
BORMAN ELEMENTARY	13					5	9	8	3	5										43
CALHOUN MIDDLE SCHOOL	3					3	41	55		19						2				123
CROWNOVER MIDDLE SCHOOL	5	1				10	33	26	1	14										90
DENTON HIGH SCHOOL	3		6	2		16	73	49	9	13		1	1	2		8	2			185
E P RAYZOR ELEMENTARY	21						16	11	1											49
EVERS PARK ELEMENTARY	16					6	17	22		12										73
FRED MOORE HIGH SCHOOL						1														1
GINNINGS ELEMENTARY	23					4	17	9	1	6										60
HAWK ELEMENTARY	17					6	14	9		5										51
HODGE ELEMENTARY	28						12	15	5	15						1				76
HOUSTON ELEMENTARY	17					5	17	15	1	5										60
JJAEP																		1	1	2
JOE DALE SPARKS CAMPUS													19							19
JOHN GUYER HIGH SCHOOL	1		1			21	100	59	6	15			1							204
L A NELSON ELEMENTARY	25					11	7	4		8										55
LEE ELEMENTARY	26					7	23	24	1											81
LESTER DAVIS SCHOOL						1	6	2		1										10
MCMATH MIDDLE SCHOOL	4					25	70	14	2	13			1							129
MCNAIR ELEMENTARY	12					5	21	9	1	16		1				1				66
N RAYZOR ELEMENTARY	22	1				6	13	6	3	7										58
NAVO MIDDLE SCHOOL	1					67	17	9	4	5										103
PALOMA CREEK ELEMENTARY	9					4	3	11		1	2									30

SE Count by Inst. Setting

Enrollment Building Name	00	01	08	30	31	40	41	42	43	44	45	60	81	83	84	85	88	91	93	Total
PECAN CREEK ELEMENTARY	22					14	17	12	6	7										78
PROVIDENCE ELEMENTARY	22					2	16	14	8	5										67
RIVERA ELEMENTARY	26					4	13	21	1	1										66
RYAN ELEMENTARY	16					3	11	12		11										53
SAVANNAH ELEMENTARY	11					5	7	3		1										27
STRICKLAND MIDDLE SCHOOL	2			1		25	33	5	1	16		2				8				93
WILSON ELEMENTARY	32					15	8	21	2	12										90
	394	3	11	3	11	284	742	510	81	252	2	4	22	2	1	28	2	1	1	2354



November 2007

Interim Report for Year 3 of the Self-Determination Project Activities for the Denton Independent School District.

Thank you for your ongoing participation in the Self-Determination and Transition project. This 5-year longitudinal project is funded by the U.S. Department of Education's National Institute on Disability and Rehabilitation Research (NIDRR) and the Office of Special Education Projects (OSEP). The goal of this project is to determine if students who receive self-determination instruction (for example, instruction in IEP meeting participation/leadership, and choice-making instruction) are more likely to have better employment, independent living and recreation/leisure experiences as adults than those students who do not receive additional self-determination instruction in high school.

Principal Investigator: Michael Wehmeyer
Project Director: Susan Palmer; Project Coordinators: Nancy Garner & Kendra Williams-Diehm
Beach Center on Disability, Kansas University Center on Developmental Disabilities, Life-Span Institute, University of Kansas – Lawrence

As a participating school district we hope that the training and access to consultation that your teachers received regarding self-determination or parent/family involvement is beneficial to your staff and students. We also hope that your participating schools utilize the curricular materials, and electronic resources, provided by the project.

The following table more specifically outlines your school district's participation in the Self-Determination Project for the 2004-2005, 2005-2006, and 2006-2007. We've included names of participating administrators, teachers, and schools in addition to numbers of participating students by school. We've also included a breakdown of student participation by treatment level with a description of the level provided.

Self Determination Project Summary Table

Project Contact(s): Earline Jackson

Participating Schools	Denton			Ryan		Guyer	
Year	04-05	05-06	06-07	05-06	06-07	05-06	06-07
# Total Students with completed SD survey packets	25	19	17	20	13	3	4
Number of Student Participation by Level: See below for detailed description of levels							
Level 1.1	25	19	17	18	12	3	4
Level 1.2					1		
Level 2.1/b					2		
Level 2.2							
Participating Teachers by School							
Level 1.1	5	3		6			
Level 2.1/b				2			
Level 2.2	5						

Study 1 is designed for students with disabilities such as learning disabilities, emotional behavioral disorders, mild mental retardation, and physical disabilities who typically graduate or leave school at age 18 or 19.

1.1 Parent/family involvement practices supporting transition

1.2 Instructional intervention (e.g., Whose Future Is It Anyway) supporting student-led IEPs, and self-advocacy.

Study 2 is the portion of the KU project that is for students with more significant disabilities (i.e., students with moderate mental retardation, OHI and autism who typically receive school district services until they are 20 or 21 years of age).

2.1 Parent/family involvement practices supporting transition.

2.2 Access to Beyond High School model supporting students' active participation in the transition planning IEP/process and a self-determined learning model supporting students to learn and apply problem solving and goal setting practices.

Summary:

Even though your district has been participating in the study for three years, additional students were recruited during year 2. Therefore, The Self-Determination study will continue for at least one more year within your district, and then for two follow-up years, through 2009-10. The teachers still participating in the study will continue to receive resources on self-determination and transition. At the end of the school-based intervention period of direct data collection in schools, KU staff will gather information from students and families in order to complete the post-school follow-up portion of the study. Participating districts will receive group summary data after the additional students complete the third time of measurement and again after each follow-up year.

We want to sincerely thank each and every participating and cooperating person at your location. In particular, we especially thank the teachers involved in the project for facilitating this research. If you have any questions, comments, or concerns about the Self-Determination in Transition Project, please feel free to contact us; we would appreciate the opportunity to talk to you about the project.

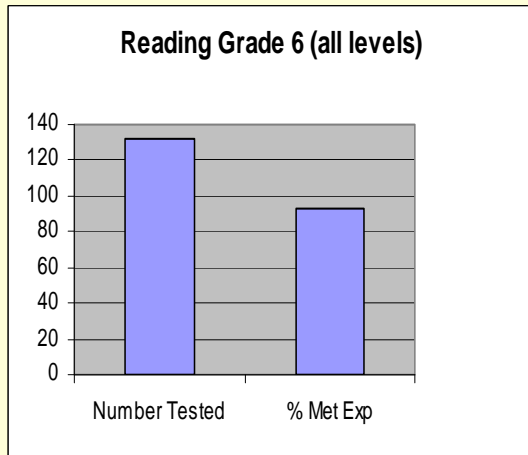
In case you have not heard, our research contact in Texas, Nancy Garner, has moved to a new position and no longer works for KU. We miss Nancy on the project and wish her well in her new career! Please contact us at KU for any future information about the project. We will be in touch with you this coming year, as usual, for any additional information needed to complete the project assessments and as we work on finding students after graduation for the project follow-up surveys.

Respectfully submitted,

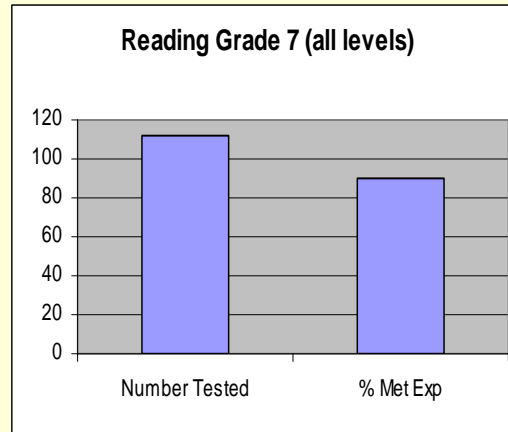
Susan Palmer, Ph.D.
spalmer@ku.edu
785.864.0270

Kendra Williams-Diehm, Ph.D.
williams-diehm@ku.edu
785.864.4285

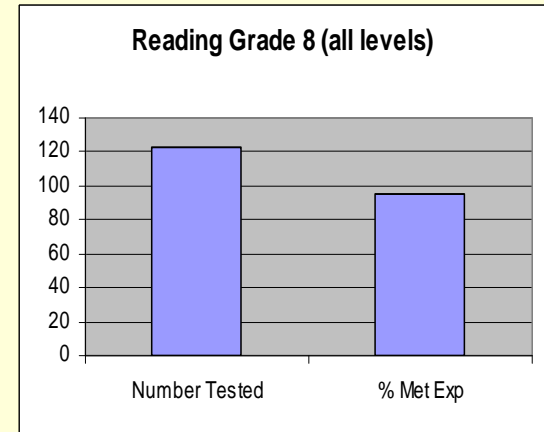
Secondary SDAA-II Performance Spring 2007-Reading



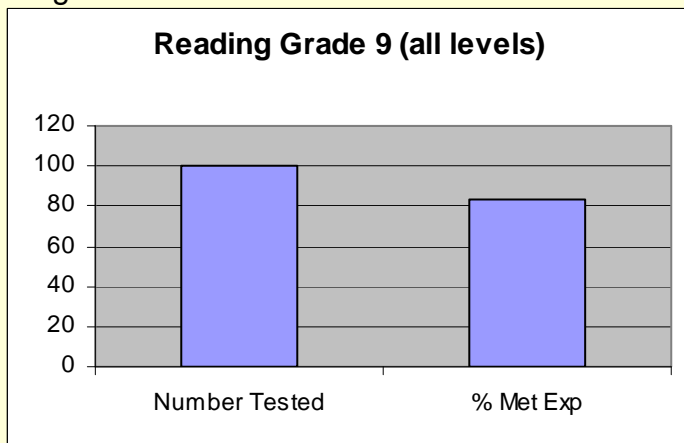
100% or 24 6th graders met standard at grade level



96% of 26 7th graders met standard at grade level

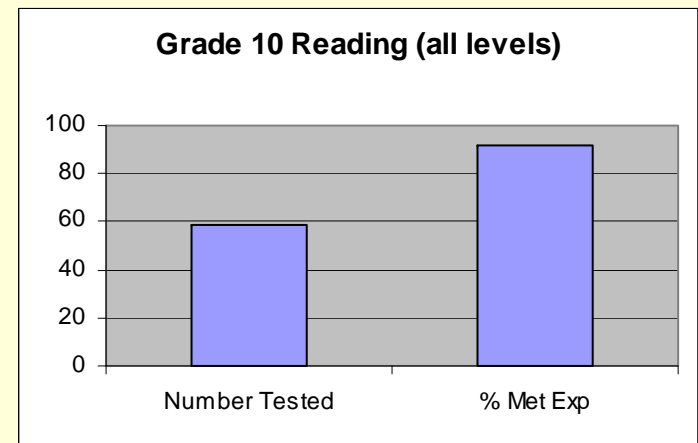


96 % of 28 8th graders met grade level standard



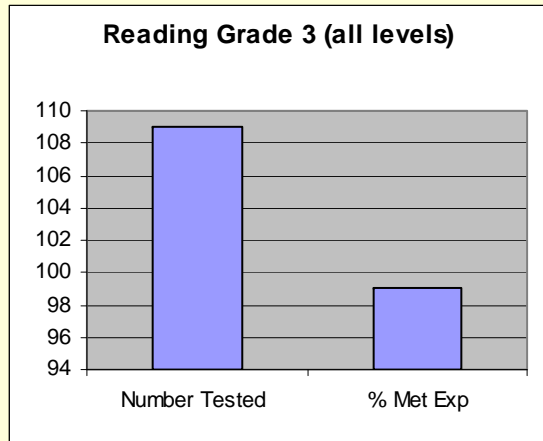
100% of 13 9th graders met standard at grade level

Nine 10th graders took the grade level E/LA-
100% meeting expectations

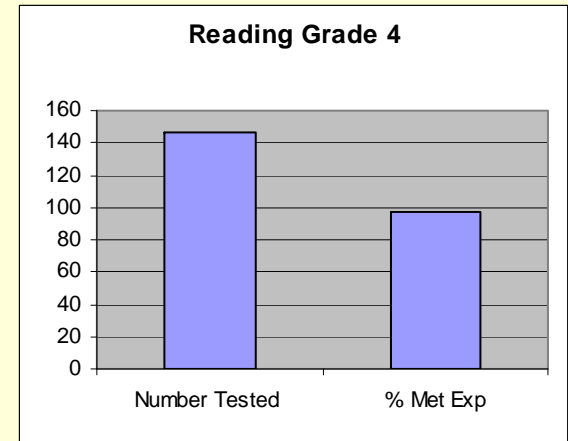


All participants reflected are off grade level

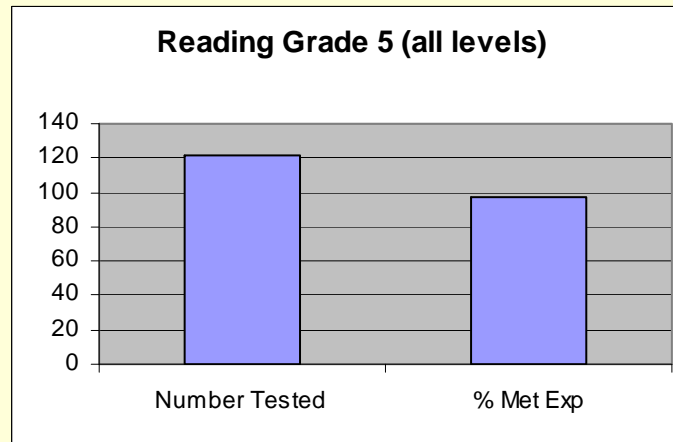
Elementary SDAA-II Performance Spring 2007-Reading



100% of 24 3rd graders met standard at grade level

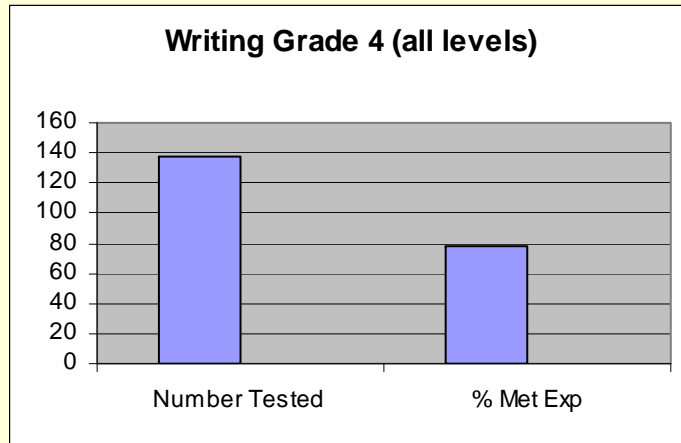


100% of 28 4th graders met grade level standard

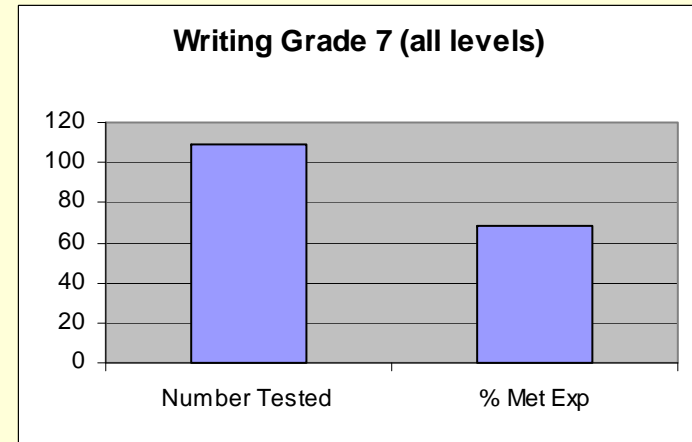


100% of 26 5th graders met grade level standard

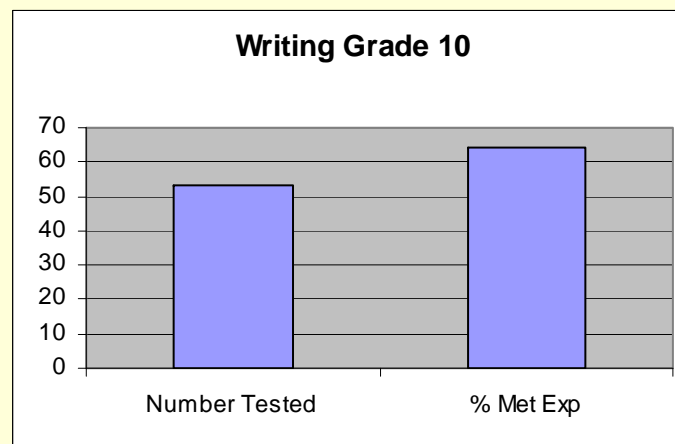
SDAA-II Performance Spring 2007-Writing



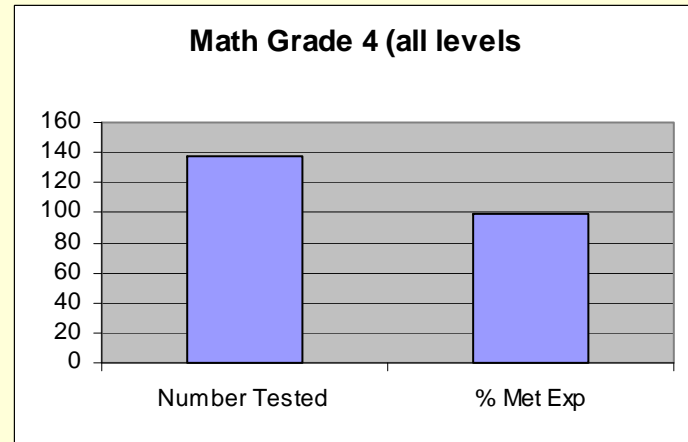
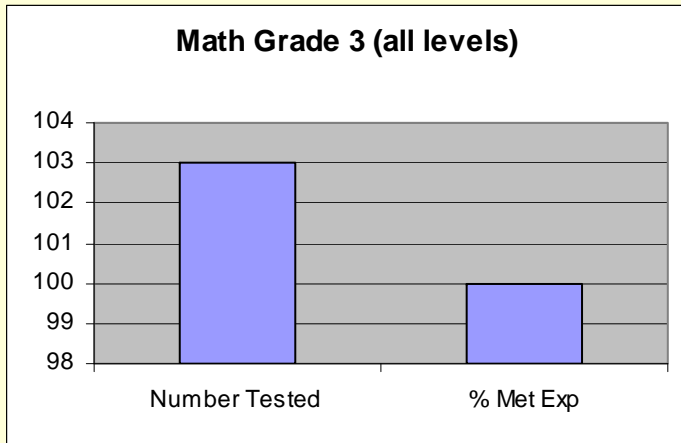
86% of 36 4th graders met grade level standard



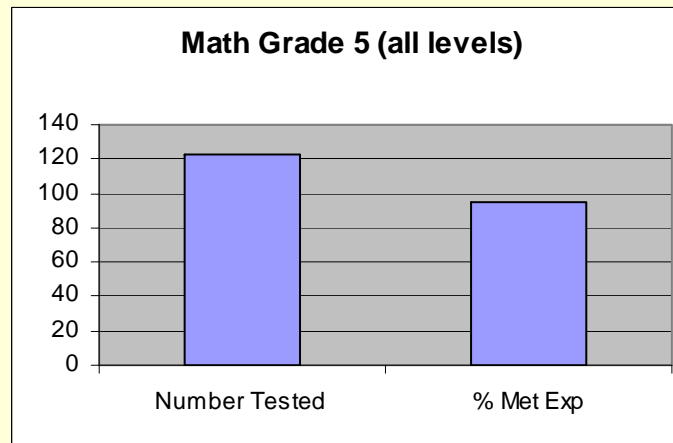
75% of 28 7th graders met grade level standards



Elementary SDAA-II Performance Spring 2007-Math



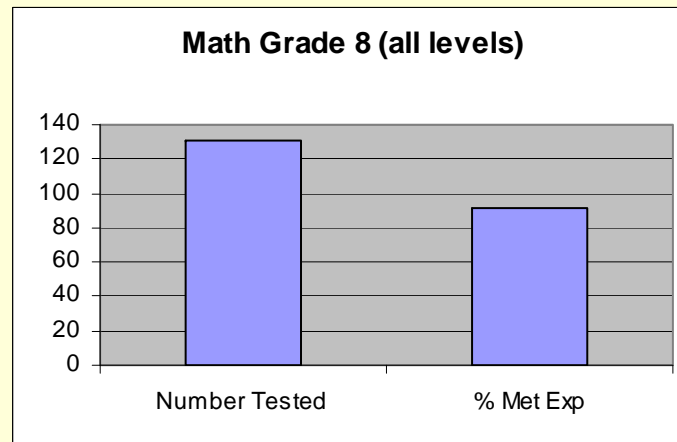
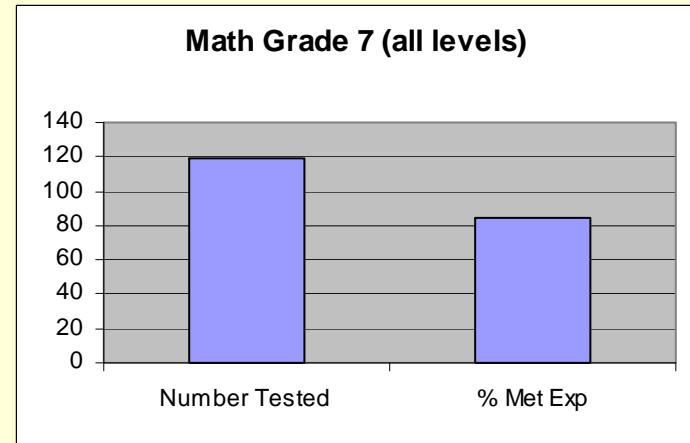
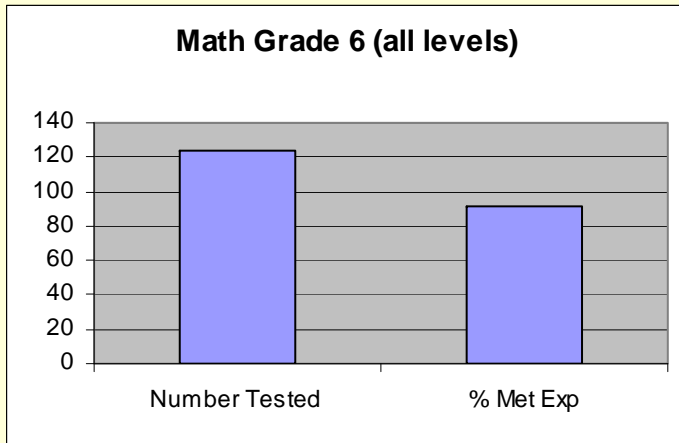
100% of 37
3rd graders
met
standard on
grade level
test.



100% of 45
students took 4th
grade test and met
standard

100% of 42 5th graders met standard on
grade level

Secondary SDAA-II Performance Spring 2007-Math

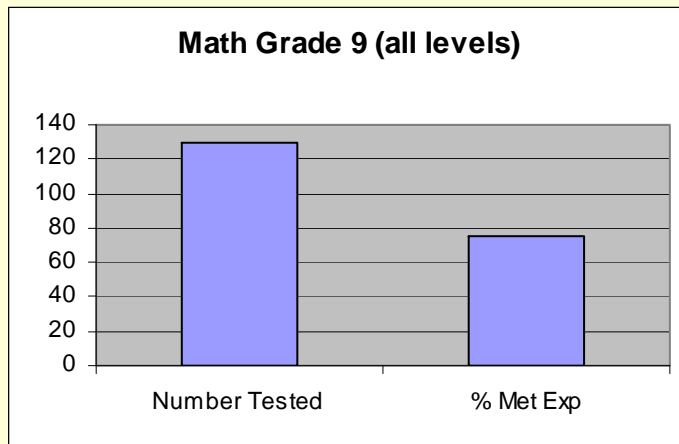


100% of 27 students tested at grade level met standard (6th grade)

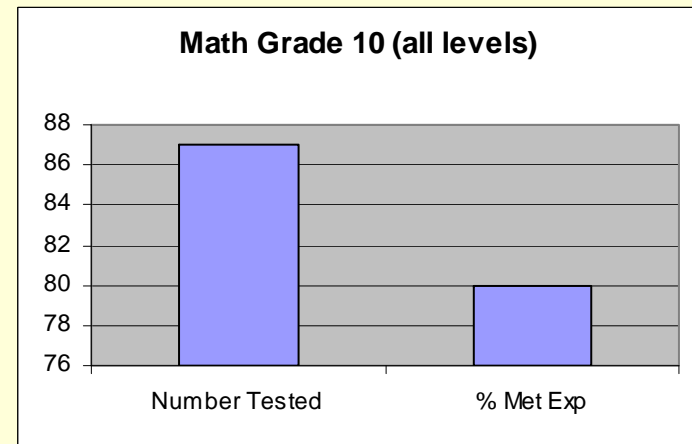
28 students tested at grade level, 93% met standard (7th grade)

31 students tested at grade level, 100% met standard

Secondary SDAA-II Performance Spring 2007-Math



21 students tested at grade level 90%
met standard



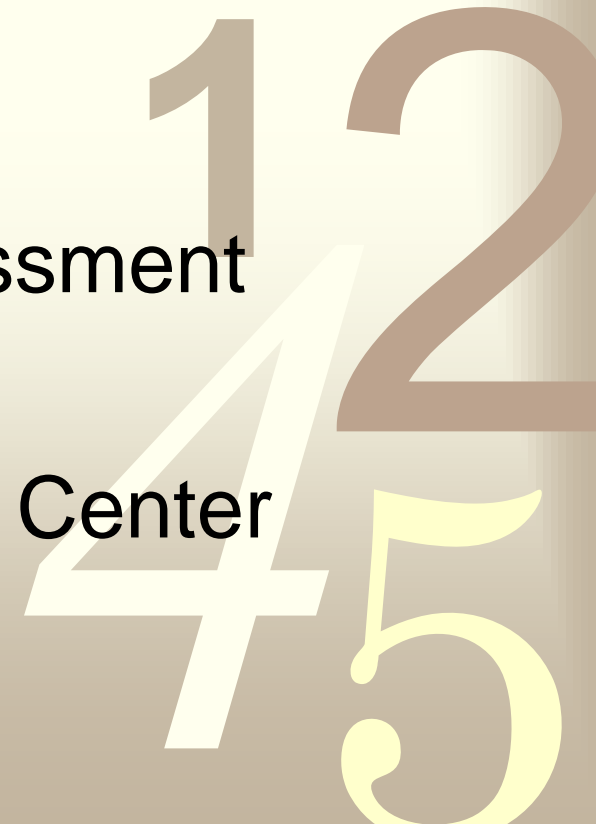
14 students tested at grade
level 100% met standard

Texas Assessment of Knowledge and Skills (TAKS)
&
Considerations for Students with Disabilities

Accommodations & Assessment

December 5, 2007

Professional Development Center



0011

Discussion Topics

0011

- Components of Assessment
- Participation Requirements
- ARD Committee Decision-Making
- Four Step Decision-Making Process
- Another Point of View
- Decision-Making Flow Chart
- Resources



Components of Assessment

0011

- Texas Assessment of Knowledge & Skills
 - TAKS
 - TAKS **A**ccommodated
 - TAKS **M**odified
 - TAKS **A**lternate



Components of the 2008 Texas Assessment Program

Texas Assessment of Knowledge and Skills (TAKS)

- TAKS is an assessment that measures a student's mastery of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS), for:
 - Grades 3–9 reading
 - Grades 3–10 and Exit Level mathematics
 - Grades 4 and 7 writing
 - Grade 10 and Exit Level English language arts (ELA)
 - Grades 5, 8, 10, and Exit Level science
 - Grades 8, 10, and Exit Level social studies
- See reference manual page 8

Components of the 2008 Texas Assessment Program

TAKS (Accommodated)

- TAKS includes a form called **TAKS (Accommodated)** for students served by special education who meet the eligibility requirements for certain specific accommodations. The TAKS (Accommodated) form includes format accommodations and contains no embedded field-test items.
- TAKS (Accommodated) will be administered for students receiving special education services in:
 - Grades 3–9 reading
 - Grades 3–10 and Exit Level mathematics
 - Grades 4 and 7 writing
 - Grade 10 and Exit Level English language arts (ELA)
 - Grades 5, 8, 10, and Exit Level science
 - Grades 8, 10, and Exit Level social studies

- See reference manual page 8

Components of the 2008 Texas Assessment Program

TAKS–Modified (TAKS–M)

- TAKS–M is an alternate assessment based on modified academic achievement standards and is designed for students served by special education who meet participation requirements. TAKS–M covers the same grade-level content as TAKS but TAKS–M tests have been modified in format and test design. Test questions are simplified to make them more accessible by students with special needs. TAKS–M is not available in Spanish.

The 2008 TAKS–M operational tests will include:

- Grades 3-8 reading
- Grade 10 ELA
- Grades 3-8 and 10 mathematics
- Grades 5,8, and 10 science

The 2008 TAKS–M field tests will include:

- Grade 9 reading
- Grade 9 and 11 mathematics
- Grade 11 ELA
- Grade 11 science
- Grades 8, 10, and 11 social studies

See reference manual page 9

- www.tea.state.tx.us/student.assessment/resources/taksm/index.html

Components of the 2008 Texas Assessment Program

TAKS–Alternate (TAKS–Alt)

- TAKS–Alt is an alternate assessment based on alternate academic achievement standards and is designed for students with significant cognitive disabilities who meet participation requirements. TAKS–Alt is not a traditional paper-pencil or multiple-choice test. Instead, the assessment involves teachers observing students as they complete teacher-designed activities that link to the grade-level TEKS curriculum. Teachers then score student performance using the TAKS–Alt rubric and submit results and documentation through an online instrument. TAKS–Alt is administered for:
 - Grades 3–9 reading
 - Grades 3–11 mathematics
 - Grades 4 and 7 writing
 - Grades 10 and 11 ELA
 - Grades 5, 8, 10, and 11 science
 - Grades 8, 10, and 11 social studies

Participation Requirements

- **TAKS M:**

001 The student:

- requires an alternate form of TAKS which is more closely aligned with instructional modifications in order to demonstrate knowledge of the grade-level TEKS
- demonstrates academic progress in such a way that even if significant growth occurs during the school year, the ARD committee is reasonably certain that the student will not achieve grade-level proficiency as demonstrated by multiple valid measures of evidence
- meets some but not all of the participation requirements of TAKS-Alt **AND**
- needs extensive modifications/accommodations to classroom instruction, assignments, and assessments to access and demonstrate progress in the grade-level TEKS

Participation Requirements

• TAKS Alt

- The student
 - requires support to access the general curriculum that may include assistance involving communication, response style, physical access or daily living skills
 - requires direct, intensive, individualized instruction in a variety of settings to accomplish the acquisition, maintenance, and generalization of skills
 - accesses and participates in the grade-level TEKS through activities that focus on prerequisite skills
 - demonstrates knowledge and skills routinely in class by methods other than paper and pencil tasks, **AND**
 - demonstrates performance objectives that may include real life applications of the grade-level TEKS as appropriate to the student's abilities and needs

ARD Committee Decision-Making

- Students working on or close to their enrolled grade level may benefit from being assessed with TAKS.
- TAKS should always be the first consideration when making assessment decisions.
- All students have the right to be exposed to as much of the TEKS curriculum as possible to reach their academic potential.
- **Instructional decisions made by the ARD committee and documented in the IEP must always guide assessment decisions.**
- Each subject area is considered separately when making assessment decisions (except for those students who meet the participation requirements for TAKS-Alt).
- The decision to administer an assessment is not based solely on disability category or placement setting, and is determined by the ARD committee.

Four Step Decision-Making Process

0011 Step 1: Review the student's current information to determine the student's present level of functioning (**IEP, work samples, informal and formal assessments, Confidential Student Record (CSR)**).

Step 2: Determine how the student receives TEKS instruction and the student's level of performance on the grade-level curriculum.

Step 3: Determine the appropriate assessment for the student: TAKS, TAKS (Accommodated), TAKS-M, TAKS-Alt.

Step 4: Document the appropriate assessment along with all allowable or approved accommodations that the student will need during testing.

Note:

Decisions for TAKS, TAKS Accommodated and TAKS M are made for each content area

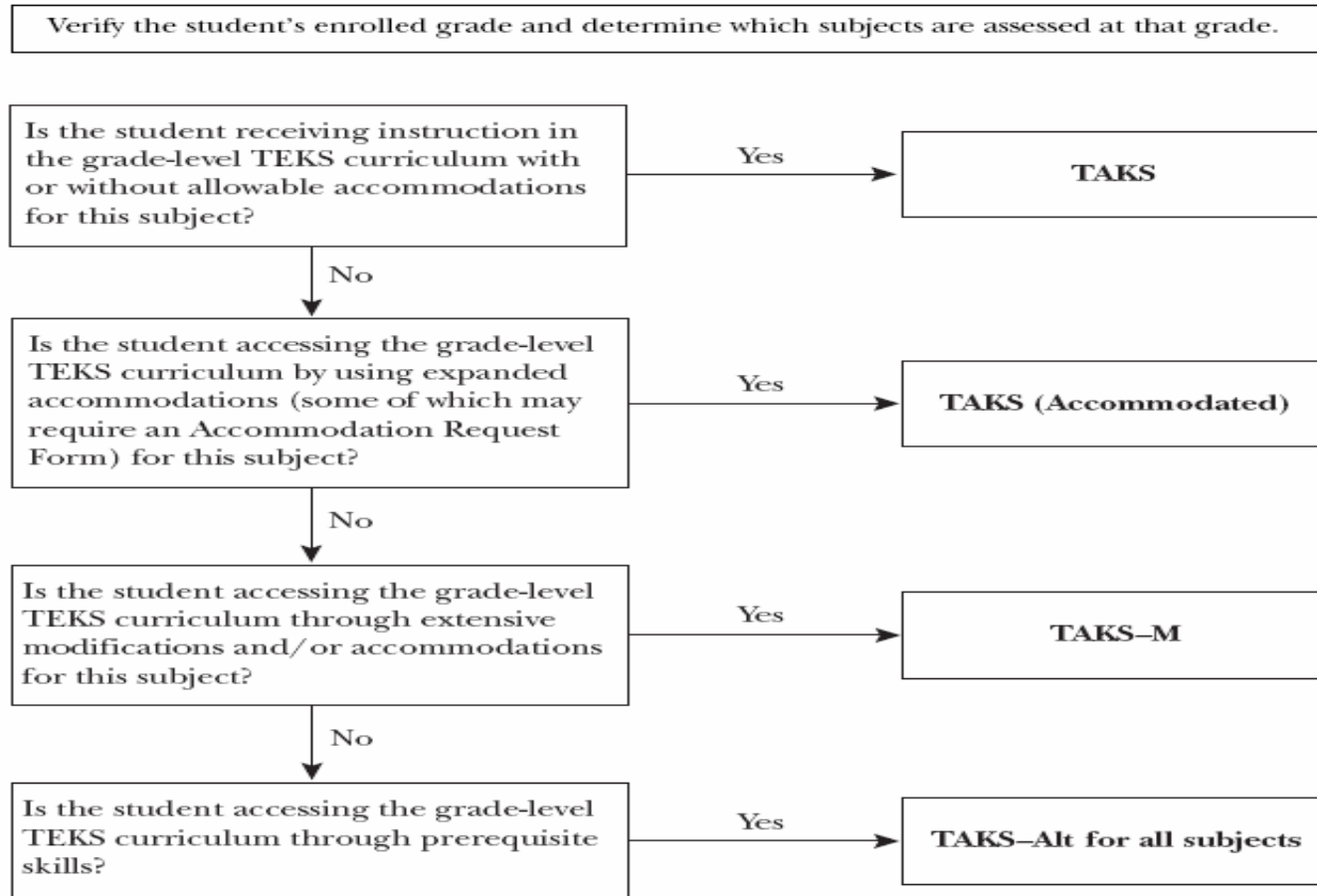
Another point of view

Access to the General Curriculum

Curriculum Format	Focus	Examples	Assessment Option
TEKS Curriculum	<ul style="list-style-type: none"> Grade-level state-mandated curriculum with classroom accommodations as needed for student success Student is responsible for all objectives and student expectations for that subject 	<ul style="list-style-type: none"> Classroom tests have been shortened in length Extra time to complete assignments Page formatting to help with clarity and visual organization Additional notes, taped lectures, taped textbooks, or manipulative materials to help access information 	<ul style="list-style-type: none"> TAKS TAKS (Accommodated)
TEKS Curriculum Accessed through Modifications and/or Accommodations	<ul style="list-style-type: none"> TEKS instruction using modifications and/or accommodations which allow access to the TEKS Student is provided with instruction and modifications that address the learning styles and needs of students with disabilities Student is responsible for all objectives for that subject 	<ul style="list-style-type: none"> Providing opportunities for a student to show knowledge of information using methods that emphasize the student's strengths Providing technology, manipulatives, and resources that compensate for the student's disability Simplifying directions and reducing length of assignments and number of answer choices Providing student with a smaller teacher-student ratio during critical aspects of instruction Simplifying the presentation of the task by reducing the complexity of vocabulary and sentence structure Deleting extraneous information on assignments 	<ul style="list-style-type: none"> TAKS-M
TEKS Curriculum Accessed through Prerequisite Skills	<ul style="list-style-type: none"> TEKS instruction focusing on academic prerequisite skills while addressing both real-life application of skills and the student's needs Student is provided a specialized program with supports and structures that maximize student success 	<ul style="list-style-type: none"> Finding areas of the TEKS curriculum for the student to access focusing on the student's strengths Providing adult support as needed to access environments and activities Finding real-life applications of assignments to maximize generalization of skills Providing varying levels of prompting to ease the student toward independence Using technology and communication devices that provide student with effective methods of response 	<ul style="list-style-type: none"> TAKS-Alt

Decision-Making Flow Chart

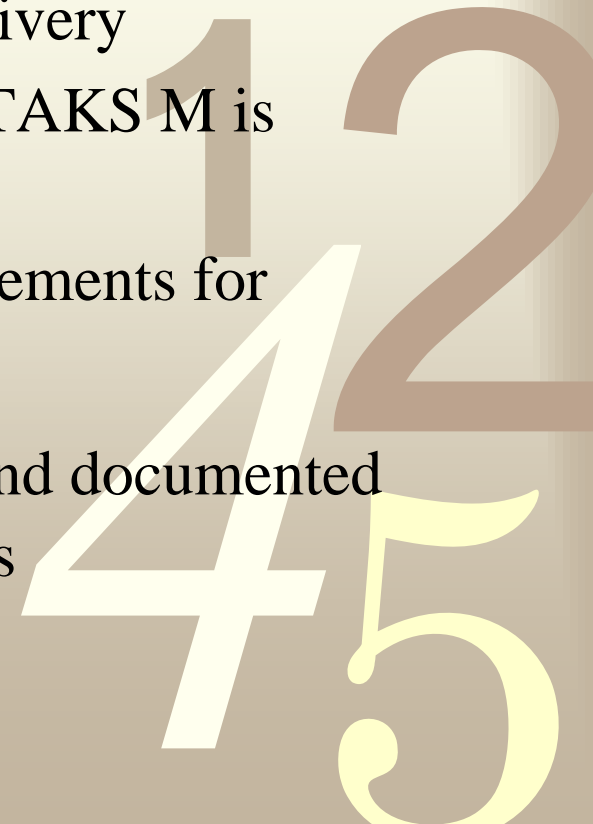
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Take-A-Ways

0011

- TAKS is always the first consideration
- The teacher brings a recommendation based on student performance and mode of instructional delivery
- Type of assessment-TAKS, TAKS A, or TAKS M is determined subject by subject
- Students must meet all participation requirements for TAKS M or TAKS Alt
- Decisions made by the ARD Committee and documented in the IEP must guide assessment decisions



Resources

0011

- **Test Administration Calendars**

Reference Manual Pages 4-5

- **Frequently Asked Questions**

This section is being revised and will be posted at a later date

- **Sample Forms**

Reference Manual Pages 46-49

Accommodations Request Form Page 66

- **Glossary**

Reference Manual Pages 51-56



Resources

0011

- **Appendices**

- Participation Requirements for **TAKS–M** Pages 61-62

- Participation Requirements for **TAKS–Alt** Pages 63-64

- **Teacher Tools**

- Reference Manual Pages 68-74

- **Contact Information**

- Reference Manual Pages 82-83

- TEA Website: www.tea.state.tx.us/student.assessment

- Student Assessment Division: (512) 463-9536



Federal Legislation Ensures Free Appropriate Public Education (FAPE) for Students with Disabilities

In the 1960s advocacy for youth with disabilities began as a means of encouraging states and some school districts to educate students with disabilities on their local school campuses. This advocacy led to initial Federal funding through Education of the Handicapped Act P. L. 91-230, however all states still were not addressing educational needs of students with disabilities within the public school setting. Landmark Federal court decisions in the early 1970s laid the foundation on which the Education of All Handicapped Children Act of 1975;

P.L 94-142 was built. This Act has been reauthorized several times and is currently known as the Individuals with Disabilities Education Act (IDEA) 2004, as amended; P. L. 108-446.



Special Education and Related Services

Instruction
Adapted Physical Education
Speech
Psychology/Counseling
Occupational Therapy
Physical Therapy
Transportation
Vision Services
Music Therapy
Orientation and Mobility

Special Education Department

1307 North Locust
Denton, TX 76201
Phone: 940-369-4075

Denton ISD
Special Education Department
1307 North Locust
Denton, TX 76201



Serving students with disabilities in a **SPECIAL** way!

Tel: 940-369-4075

Val Morgan, Director
940-369-0136

Special Education in Denton ISD

In the Denton Independent School District, students with disabilities have the opportunity to participate in an educational program that is designed to meet

students' individual needs. Students are educated on or near their home campus in an environment that will contribute to each student's educational



Special education services are available on all campuses

success.

Our goal is to provide valuable daily educational experiences, which will prepare each student for a lifetime of meaningful and functional living. Services are provided through a child-centered, supportive continuum combined to meet the individualized needs of eligible students with disabilities.

Categories of Disability

Disability Categories protected by IDEA include:

- Autism
- Mental Retardation
- Emotional Disturbance
- Auditory Impairment
- Visual Impairment
- Multiple Disabilities
- Speech Impairment
- Deaf-Blind
- Learning Disabilities
- Traumatic Brain Injury
- Orthopedic Impairment
- Other Health Impaired
- Non-categorical Early Childhood

Continuum of Services

The continuum of services for eligible students is as follows:

Mainstream/Inclusion	Content Mastery
Resource	Social Adjustment Class
Life Skills	Adapted Life Skills
Speech	Preschool Phonology Group
Preschool Program for Children with Disabilities	



Service options are determined by each student's Admission, Review, and Dismissal (ARD) Committee



Contact Persons

DiAnne Allison	Deaf Education
Paige Boroughs	Elementary
Jill Slade	Elementary
Suzanne Hutchison	Secondary
Mary Smith	Speech
Rebecca Julius	Psychology Services
Linda Hilgenbrinck	Vision Services Adapted PE
Fara Bostic	Early Childhood
Nancy Noah	Autism
Earline Jackson	Transition
Bob Gorton	Related Services

Special Education Department

1307 North Locust
Phone: 940-369-4075