

TEA Correspondence

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Action
Required

April 5, 2010

To the Administrator Addressed:

Subject: Local Education Agency (LEA) Requirement to Collect and Submit Data for the State Performance Plan (SPP)/Annual Performance Report (APR) and Public Reporting of LEA Performance Against State Targets

The purpose of this letter is to inform districts and charter schools of the requirements to collect and submit data for the SPP/APR for the 2009-2010 school year and the State's requirement to publicly report district and charter school performance against the state targets in the SPP/APR on an annual basis.

Data Collection

The Individuals with Disabilities Education Act of 2004 (IDEA 2004), Section 616(b)(2)(B), requires states to collect data from LEAs in order to respond to many of the SPP/APR indicators on an annual basis. Part of the data for the SPP indicators is collected through the Public Education Information Management System (PEIMS). Data not included in PEIMS are collected online through Texas Education Agency Secure Environment (TEASE) Applications. TEASE applications have been developed and are all available this spring to collect data for SPP Indicators 7 (Early Childhood Outcomes), 11 (Compliance with Timely Initial Evaluation Timelines), 12 (Compliance with Early Childhood Transition Timelines), 13 (Compliance with Secondary Transition Individualized Education Program (IEP) Requirements), and 14 (Grade 12 Exit Survey).

All districts and charter schools are required to participate in the annual collection of data for SPP Indicators 7, 11, 12, 13, and 14. Even if districts and charter schools do not have students who meet the data collection criteria on any of the indicators, they are still required to report to the Texas Education Agency (Agency) through the appropriate TEASE Application that they do not have students who meet the data collection criteria for the current reporting period.

States and LEAs are obligated to provide valid and reliable data responsive to the measurement for each SPP indicator. This requirement is an element in the annual state and local determination processes.

Additional information about the LEA Determination process is available on the Agency's website at <http://ritter.tea.state.tx.us/special.ed/spp/leadetermin.html>.

Action Related to Failure to Report Data

Performance Indicators 7 and 14

Data certified and submitted by districts and charter schools through the TEASE applications for Indicators 7 and 14 are considered final and will be used by the Agency in the annual Determinations analysis on whether or not districts and charter schools are reporting valid and reliable data. District and charter school's performance on Indicators 7 and 14 will be reflected in the LEA public reporting on SPP Indicators in the spring. Any issues related to the submission of inaccurate data or the non-submission of data will be addressed by the Division of IDEA Coordination.

Compliance Indicators 11, 12, and 13

Data certified and submitted by districts and charter schools through the TEASE applications for Indicators 11, 12, and 13 are considered final and the district and charter school's performance on the compliance indicators will be used by the Agency in the annual Determinations analysis. District and charter school's performance on the compliance indicators will be reflected in the district public reporting on SPP Indicators in the spring. Any issues related to the submission of inaccurate data or the non-submission of data will be addressed by the Division of Program Monitoring and Interventions.

Additional guidance on the data collection requirements for the SPP/APR is available on the Agency's website at <http://ritter.tea.state.tx.us/special.ed/spp>.

If you have questions or need assistance with training on the TEASE applications (SPP 7, SPP 11, SPP 12, SPP 13, and/or SPP 14), please contact your regional education service center special education contact.

Public Reporting

The IDEA 2004, Section 616(b)(2)(C)(i)(II), requires states to publicly report district and charter school performance against the state targets in the SPP/APR on an annual basis. Every spring, no later than May 1, of each year, the Texas Education Agency posts a report that includes individual *District Profile of State Performance Plan Indicators* for each district and charter school. The purpose of this report is to provide districts and charter schools with information they can use for making decisions on continuous improvement activities. The *District Profiles* can be accessed on the Agency's website at: <http://ritter.tea.state.tx.us/special.ed/spp/publicreport.html>.

Additional information on public reporting and the state targets in the SPP/APR is available on the Agency's website at <http://ritter.tea.state.tx.us/special.ed/spp>.

If you have questions about accessing TEASE or concerns about the reporting requirements stated in this letter, please contact the Division of IDEA Coordination at (512) 463-9414.

Sincerely,

Ann Smisko
Associate Commissioner
School Improvement and Support



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State Performance Plan/ Annual Performance Plan Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Plan Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	70%	70%	YES	92%	YES	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	66%	67%	YES	70.6%	YES
2: Percent of youth with IEPs dropping out of high school	12%	12.5%	NO	4%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	11 %	12%	NO	8.0%	YES
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AYP objectives for progress for disability subgroup	100%	70%	NO	*	*	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	1%	1%	YES	0.3%	YES
3B: Participation rate for children with IEPs	Reading 95% Math 95%	Reading 99% Math 99%	Reading YES Math YES	Reading 97.8% Math 99.5%	Reading YES Math YES	6: Percent of children aged 3 through 5 with IEPs attending (a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b) separate special education class, separate school or residential facility.					Reporting Timeline To Be Determined by the US Department of Education Office of Special Education Programs
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading 67% Math 58%	Reading 73% Math 64%	Reading YES Math YES	Reading 79.1% Math 75.6%	Reading YES Math YES	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)					Reporting Timeline To Be Determined by the US Department of Education Office of Special Education Programs
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0.9%	NO		YES	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills					Reporting Timeline To Be Determined by the US Department of Education Office of Special Education Programs
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity						7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs					Reporting Timeline To Be Determined by the US Department of Education Office of Special Education Programs
						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	75%	75%	YES		Due to small numbers, district level data reported at regional level

District

State Performance Plan/ Annual Performance Plan Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Plan Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100%	89%	NO		YES
10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs					
11: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe	100%	94%	NO		YES	14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: A. Enrolled in higher education within one year of leaving high school. B. Enrolled in higher education or competitively employed within one year of leaving high school. C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.					

Reporting Timeline To Be Determined by the US Department of Education Office of Special Education Programs

Reporting Timeline To Be Determined by the US Department of Education Office of Special Education Programs

About the 2010 District Profile of State Performance Plan Indicators Report

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*: Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the Adequate Yearly Progress dataset for Indicators 3A-C, annual survey results for Indicators 8 and 14; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14 are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established No Child Left Behind (NCLB) targets. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance oriented and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 9 and 10) or 100% compliance identified (Indicators 11, 12, and 13). The methodologies for each of these indicators for the given year are available on the TEA website at <http://ritter.tea.state.tx.us/special.ed/spp/publicreport.html>.

Note: Areas which are grayed out under the "LEA Rate" column for Indicators 4A, 9, 10, 11, and 12 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Not all districts reported data for Indicator 8 (depends on whether or not they have been included in the reporting sample). Due to small numbers for Indicator 8, district level data is aggregated at the regional level and are available on the TEA website at <http://ritter.tea.state.tx.us/special.ed/spp/publicreport.html>. Districts that did not meet the minimum N size (50) for reporting Indicator 3A are designated with the * symbol in the "LEA Met State Target?" column.