

Special Education Annual Performance Report
Arlington Independent School District: 2010 District Profile of State Performance Plan Indicators

Background

The Individuals with Disabilities Education Act of 2004 (IDEA 2004), [Section 616\(b\)](#), requires each state to develop a six-year performance plan. This State Performance Plan (SPP) evaluates the State's efforts to implement the requirements and purposes of IDEA and illustrates how the State will continuously improve upon this implementation.

In alignment with IDEA 2004, the US Department of Education Office of Special Education Programs (OSEP) has identified five monitoring priorities within the SPP: (1) Free Appropriate Public Education in the Least Restrictive Environment; (2) Disproportionality; (3) Child Find; (4) Effective Transition; and (5) General Supervision. The State's progress on the SPP is reported yearly on the Annual Performance Report (APR).

Public Report

Additionally, 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://www.tea.state.tx.us/index2.aspx?id=2147497643>

*(excerpt from To the Administrator Addressed, by Ann Smisko, Associate Commissioner, School Improvement and Support
<http://ritter.tea.state.tx.us/taa/idea040510.html>)*

The Arlington Independent School District's profile is also located below.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report 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	75%	72%	NO	55.8%	NO	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	68%	67%	NO	61%	NO
2: Percent of youth with IEPs dropping out of high school	12.5%	14.1%	NO	17.4%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	10%	13%	NO	14%	NO
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%	47%	NO		YES	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	1%	1%	YES	0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	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				
	95%	99%	YES	99%	YES						
	Math	Math	Math	Math	Math						
95%	99%	YES	99%	YES	Summary Statement 2	58%	63%	YES			
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	68%	79%	YES	Due to small numbers, district level data are not reported
	73%	77%	YES	71%	YES		Summary Statement 2	54%	59%	YES	
	Math	Math	Math	Math	Math		67%	70%	YES	62%	
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%	1%	NO		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	63%	80%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	66%	75%	YES	
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	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 are not reported	

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report 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%	92%	NO		NO
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	Reporting Timeline To Be Determined by the US Department of Education Office of Special Education Programs				
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%	96%	NO		NO	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				

About the 2011 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*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; 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 14A-C 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 from the state's Accountability Workbook. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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. Due to small numbers for Indicator 7A-C and 8, district level data are not publicly reported. 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. Districts that were not analyzed due to data availability are designated with #N/A.