

## Goals 2011-2012

### I. STUDENTS ARE SUCCESSFUL

By Sept. 1 2012, special education <u>students district wide will be successful</u> as evidenced by	2010-2011 Baseline
S1. 2% increase in SWD graduation rate from 2011 cohort to 2012 cohort	61.3%
S2. 10 % increase in SWD participating in reading STAAR 10% increase in SWD participating in math STAAR	44% participating in TAKS/ A
S3. Increase STAAR passing rate for reading to 62% and math to 59% (passing rate in STAAR not available until Nov. 2012)	Rdg 58% Mth 54%
S4. Increase completion of IEP goals to 50%	38%
S5. 1% decrease in difference rate for discretionary DAEP removals (*Difference rate is the removal rate of all students minus the removal rate of SWD)	1.9 *difference
S6. 5 % decrease in discretionary ISS removals	14.5 *difference
S7. 5 % decrease in discretionary OSS removals	19.2 *difference
S8. An increase to 66% of SWD served 80% or more of day in general education	63.7%
S9. Secondary Campuses set quantitative targets to increase enrollment of SWD in extracurricular classes (ie band, athletics, drama, yearbook etc)	MIS request Martha
S10. Campuses set quantitative targets to increase participation of SWD % in school organizations/clubs/identified social opportunities	0
S11a - 10% reduction of staff assigned to campuses for intensive supports	173
S11b –10% reduction in total temp assignments provided	52

### II. PARENTS ARE PARTNERS

By July 1 2012, special education <u>parents are partners</u> as evidenced by	2010-2011 Baseline
P1. 75% of ARDs have a parent in attendance	70%
P2. 5% increase in parent attendance at community events including Co-op, community forums, Platicas	693 – Co-op 38-Forums
P3. 25% (11) decrease in due process cases (formal mediation, TEA complaints, filed hearings)	19
P4. 25% decrease in number of parents who file for any type of due process listed above	17
P5. SECAC campus parent rep program established on 5 campuses (at least 1 representing diversity)	0
P6. SECAC membership increase to 12 members that includes 2 ELL parents	8
P7. 82% of parents surveyed in SPP indicator 8 indicate satisfaction with special education services	80%
P8. 100% of Spanish speaking families will receive the IEP in Spanish: either audio or written copy	0%

### III. EDUCATORS ARE EMPOWERED

By July 1 2012, <u>educators are empowered</u> as evidenced by:	2010-2011 Baseline	
E1. .5% reduction in identification rate	10%	
E2. Increase to 70% of ARDs that provide parent 7-30 day notice	53%	
E3. Increase % of students ages 16 and above with an IEP that includes measureable post secondary goals to 96%.	93%	
E4. 50% of random IEP sampling reflect meaningful PLAAFP and measureable IEP goals	5%	
E5. 100% of students have current IEPs and current evaluations	99.43%	
E6. 75% of randomly sampled IEPs with modified state assessments align to TEA criteria	56%	
E7. Establishment of new baseline for % of students served in off home campus placements	10.5%	
E8. 100% of children referred by ECI prior to age 3 who are found eligible have an IEP developed and implemented by 3 <sup>rd</sup> birthday	92.0%	
E9. 100% of children are evaluated within 60 days of receiving parental consent	99.5%	
E10. Reduce % of disproportionate identification of Hispanic and African American students in special education and by disability: Autism, OHI, MR, ED, LD	AA GE: 9.5% AA SE: 16.8% AA AU: 9.7% AA OHI: 19.0% AA MR: 21.7% AA ED: 29.1% AA LD: 18.5%	H GE: 60.3% H SE: 59.5% H AU: 38.5% H OHI: 47.2% H MR: 59.4% H ED: 38.8% H LD: 66.6%
E11. Reduce % difference between district representation rate and special identification rate for African American students in special education to 5.9%.	7.3%	
E12. Creation and implementation of SOPs (Standard Operating Procedures) for: a) Purchasing and contracting                      c) Hiring procedures                      e) Due process debrief b) IEP assessment manual                              d) Related services manual	8	
E13. Support responsibilities shifted from special education to other district departments: a) Nursing to Student Health Services                      d) ASH – to ALC Principal b) Homebound to Community & Family Education                      e) Funding to State & Federal Accountability c) FASST to Community and Family Education                      f) 504 Assistive Tech to 504	Sp. Ed. Office full responsibility	
E14. MAPS are created, distributed, trained on and implemented in 5 critical compliance areas - ****take out and put as an activity in compliance areas	0	
E15 Identify performance measures in the appraisals of principals, teacher, support staff appraisals to use performance measures (activities: representative focus groups, work with HR to implement, REACH, )	Limited and broad	
E16 Improve systems to reduce paperwork for teachers (SLPs, itinerant, SEES paperwork, NOD auto pop for all evals, modified content)	Anecdotal reports	