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Analysis of Special Education Mediations in Texas, 2006-08

by

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**Presented in partial Fulfillment of Requirements for the Degree of
Doctor of Education**

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Analysis of Special Education Mediations in Texas, 2006-08

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The purpose of this study was to explore variables which might influence the frequency of Texas special education mediations used for dispute resolution. Variables such as district size, location, economic level, and the State Accountability Rating were investigated and evaluated. In order to determine if there were any relationships between the frequency of mediation and the variables, data were collected from the Texas Education Agency and district websites. It was then analyzed for insight into trends. The research drew conclusions about mediations and the variables in order to ensure that school administrators were better prepared to assess and implement appropriate strategies. Perceptions of special education directors regarding the IDEA required mediation process and theories concerning ineffective mediations were also used to determine the efficacy of the mediation process.

The principle variables that emerged from the data are the effectiveness of mediation, the size and location of the district, accountability ratings, disability types of students involved in mediations, and the specific issue involved in the mediation. The majority of mediations occurred in major suburban areas in districts rated as average. Autism is the highest mediated issue. The failure to mediate was perceived to be caused by the lack of parental investment in the process. Staff training was a large variable in two factors relating to mediation. Directors rated staff training a change they made after a mediation, yet prior to the mediation they reported their staff was not fully trained. IEP's were specified as the main reason for a request for due process.

The results of the analysis of data concerning relationships of district characteristics and constant variables can be used to determine the likelihood of a district becoming involved in mediation, while allowing the district to make informed programming decisions and staff development training concerning special education.

This is dedicated to my best friend and partner, Sandy Smith.

When everyone else thought that going to school in Montana was a ridiculous idea, you said that somehow we would make it happen. For two and ½ years I left home twice a month to fly to Missoula, Montana for 3 days. For six summers I attended summer school or worked on my dissertation and you willingly added my responsibilities to your own without a flinch. Now it is your turn, so start applying!

Thank you for all of your patience, rational thoughts, and love. I never thought I would have both my doctorate and the love of my life.

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CHAPTER ONE

Fourteen year old Eileen T., a Texas special education student, brought marijuana and drug paraphernalia to school. She was expelled from her home campus and sent to the Juvenile Justice Alternative Educational Placement. Her parents fought the decision for an alternative placement because they believed her diagnosis of an emotional disturbance made her actions impulsive, and, therefore a manifestation of her disability. They argued that she could not be sent to an alternative placement, as it was a manifestation of her disability. The Court found Eileen's act premeditated, not impulsive, as she had the drugs hidden on her body and attempted to conceal her illegal activity (Walsh, 2008).

The parents of "M" received a mailed invitation to his annual Individualized Education Program (IEP). The parents stated that their attorney could not attend at that time and requested the school change the hour of the meeting. The school responded that the school administrators could not attend at the newly suggested time. The parents asked for a mutually agreeable time and their attorney followed the phone request with a letter. The district decided to hold the originally planned meeting without the parents and mailed the family the completed Individualized Education Plan. The Court concluded that the school district denied Free Appropriate Education (FAPE) by failing to schedule the meeting at a mutually agreeable time (Walsh, 2008).

As a senior in high school Dylan was eligible for special education services as Learning Disabled in written expression. Dylan's grades for the school year were less than exemplary, but he graduated from high school and passed the Texas Assessment of Knowledge (TAKS) exit exam that is required for graduation in the State of Texas. Dylan's parents believed that the school district failed to meet its obligation to provide Dylan with an appropriate Individual

Education Plan and did not meet his needs regarding progress in reading fluency and written expression. Although Dylan graduated from high school, the Court found the district in error and awarded compensatory services to Dylan in reading and writing (Texas Education Agency [TEA], 2004)

As a consequence for off-task behaviors, the teacher strapped O.H. (a student with autism) into a classmate's wheelchair and confined him to a dark bathroom. The parent requested due process with the allegation that the teacher used "obviously excessive" force. Although the impaired communication abilities of this student with autism did not allow him to voice the extent of his injuries, the Eleventh U. S. Circuit Court of Appeals took note of the fact that he fell out of the wheelchair in an attempt to free himself, thus supporting the parents' claim that serious bodily harm was reasonably foreseeable (Walsh, 2008).

These cases illustrate a fairly new dynamic at work in the realm of special education. As students are evaluated and placed in special education, parents and educators may not share identical perceptions of the child or individual goals for the student. Because the world is only beginning to identify and meet the needs of those who require additional support in educational systems, conflicts arise over how something should be done or how a decision was made (Fritz, 2008). Because their roles in the child's life as parent and professional are dissimilar, disputes are inevitable and normal (Inoberstet, 2000). Controversies have evolved into adversarial legal proceedings, which further alienate both sides as court decisions then become a major force in shaping educational decisions.

As lawsuits involving the rights of students in special education increase in number, school districts are attempting to use mediation as a less costly and less time consuming method of resolving differences (Yeager, Vela, Giese, & Collavo, 2006). This study researched the factors

or characteristics associated with the requests for mediation. The success of the mediation was tracked through the TEA classification as “agreement” to the mediation resolution or “non-agreement” to the decision in the Mediation Docket Reports under the Outcome category. It also examined Texas special education directors’ perceptions and opinions on the procedures and results of mediations in which they were involved. This research drew conclusions about special education mediations in Texas from 2006 to 2008 in order to provide information to school administrators which would help to prevent conflict resulting in mediations or due process hearings. The outcome of the study will help in alleviating some of the financial strains associated with mediation and due process, as the findings will enable administrators to be more proactive with the information this research provided.

Trevaskis (1994) stated that the movement toward conflict resolution in the schools is mirrored in society at large by a move away from the traditional litigation model of problem solving in the courts (p. 2). Using mediation as an alternate means of dispute resolution includes court-based mediation programs and the self-imposed desire to manage interpersonal conflicts through discussions, instead of the more expensive adversarial legal proceedings. In 1997 Lan commented that the adoption of mediation programs resulted from the rapid growth of litigation costs (p. 31). As special education mediation is free and accessible to the participants, the process is implemented to resolve the dispute in a more cost-effective and timely manner.

The American Association of School Administrators surveyed 875 school administrators who reported their school districts as struggling in response to the economic downturn (2009). With schools facing a financial crisis, special education budgets are stretched by the increase in identification of special education students and parents who advocate for what they see as appropriate services. The federal and state governments mandate special education programs to

provide adequate funding to implement curriculum and programs, yet schools claim they are not given sufficient money to pay for the appropriate and requested services. There is cost for the technology, transportation, specialized programs, additional staff, and adaptive equipment required for all necessary and proposed programs. Frequently, state legislators impose legal mandates and expect schools districts to enact them, causing school districts to complain that the state does not live up to its financial obligations to support the proposed programs. Parents hold the schools accountable for their child's academic progress, so districts continue to labor under the high costs of special education services and the burden of lawsuits by disgruntled parents. Although many lawsuits certainly have merit and deserve to be heard, some are frivolous, and ultimately it is the children who suffer (Citizens Against Lawsuit Abuse, January 2008). This can be construed as a rather sweeping statement, but Miriam K. Freedman, a former special education hearing officer and now an attorney who represents school districts, stated that special education litigation is bad for schools, bad for kids, bad for education, and even bad for parents (Freedman, 2009).

Texas has experienced an escalation in the number of parental complaints and lawsuits filed in the problematic area of special education (Walsh, 2010). Special Education law is a complex subject that is playing an increasingly prominent role in Texas schools. Advocates claim that lawsuits are protecting pupils, but school officials complain that some parents abuse the process by demanding experimental and expensive therapies, by using the law to shield their children from discipline for inappropriate behavior, and as a means to exact revenge against a perceived injustice imposed by the district. Teachers enter into the equation by complaining that districts regularly "cave in" to parental demands for fear of expensive disagreements. Both the increase in special education complaints and the resulting financial burden placed on districts in trying to

resolve those complaints are important when developing annual budgets, hiring knowledgeable staff, choosing and paying for legal services, and emphasizing special education related training to all employees.

Freedman (2009) states “there isn’t [sic] even data about how much special education litigation costs the schools. ‘Costly litigation’ includes not only monetary considerations, but also losses in time, employee morale, student interest in education, and public support for the board (Punger, 1978, p. 2). Disputes are commonly resolved at the district level, but any form of legal controversy will cost the school district money (Freedman, 2009). Districts in compliance can defend themselves, but without careful attention to all the minute details of special education law, it could be costly to the districts in court. In 1975 the federal Individuals with Disabilities in Education Act (IDEA) was enacted to expand the opportunities for educating students with disabilities in the least restrictive environment. Although IDEA mandates that parents and the school work collaboratively together to plan the child’s educational program, differences of opinion often escalate into legal battles as the natural order of things (Koppel, 1998). In an editorial in the *Patriot News*, an anonymous parent stated:

The expectations of parents with children that have special education needs are the same of those parents whose children have been labeled as ‘typical’. We want our children to be in the least restrictive environment that promotes our children to be in the least restrictive environment that promotes creativity and self-confidence, without inhibiting the education needs of your “typical” child. These children deserve the same opportunities as anyone else and no one should be limited to what may be written about their possible potential. (Andren, January 27, 2009).

Because of the pervasiveness of parents agreeing with this sentiment, IDEA has now become the fourth most litigated federal statute (Freedman, 2009).

Employees should be well-versed in the intricacies of IDEA, so that the district is not put into the position of being open to dispute. Knowledge of legal principles is invaluable to the practice of effective school administration (Wattam, 2004, p. 2). Educators must be aware of the rights of students, parents, fellow educators, and elected officials (Grady, McKay, Krunum, & Peery, 1998). Attorney Beverly Burns stated:

The best defense to any claim is very careful attention to procedure. There was a time when those things weren't as important as long as the intent was there, but today you had better follow procedure rigidly, or your program could be derailed down the road. (Duff, 2001, p. 153)

Because administrators constantly face legal issues which could result in disagreements, Bartlett (1975) warned school districts that an overseer who gives more consideration to a fear of the law, instead of concentrating on the opportunities for students and the community, is severely handicapped in an administrative capacity.

Statement of the Problem

Thomas Hobbes famously described human life as “nasty, brutish, and short” (Hobbes, 1957). No doubt, many people involved in any sort of legal actions would give the same description to adversarial legal proceedings, except they would see it as “nasty, brutish, and long” (Margolick, 1991). This perception of adversarial legal proceedings is presumably related to a feeling that it goes on too long, is unpleasant, and depletes the resources of all involved (Lande, 2008). When Congress adopted the original Individuals with Disabilities Act (IDEA) 30 years ago and amended Section 504 of the Rehabilitation Act, the expectation was the elimination of

discrimination on the basis of handicap in any education program or activity which received federal funds. Although IDEA has been reauthorized, special education students can still be isolated, segregated, taught by teachers with inferior skills, and programs continue to be inadequately funded. Although states are required to monitor IDEA compliance and to establish a complaint system for parents, there is still a history of decades of non-compliance and ineffective enforcement (National Council on Disability [NCD], 2005, August 9). Jim Walsh, a Texas attorney specializing in special education disputes, describes the special education system as “being mired in regulations instead of results” (2010, p.11).

Given the limited effectiveness of both federal and state oversight, parents must turn to the other institutional enforcement tools provided in IDEA, which in the end means advocates, compliance complaints, attorneys, and due process hearings (Massey & Rosenbaum, 2003). Zirkel (2010) stated that special education disagreements have increased nationally over the last two decades and resolving the disputes over a student’s educational plan can be expensive for all parties involved. Parents routinely spend several thousand dollars on attorney fees and expert witnesses for a due process hearing that usually spans several days over the course of weeks. Districts can spend as much or more per case for attorneys to review and draft documents, prepare witnesses, and follow disagreement through the legal process (Andren, January 27, 2010). It is not always easy to understand what is right and what is legal in meeting the needs of students with disabilities (Lake & Billingsley, 2000). Complaints then arise when a parent or the Local Education Agency believes that a particular educational service or placement is necessary, therefore developing potential conflicts over what constitutes FAPE for a particular child.

School administrators in Texas have expressed a concern that special education lawsuits have increased in the past few years and it is costing the districts money better spent on education

instead of adversarial legal proceedings (Vitello & Mithaug, 1998). Sixty percent of principals indicate they have been threatened with legal action, therefore the atmosphere in their schools have changed (Hopkins, 2006). In The Movement Toward Early Case Handling in Courts and Private Dispute Resolution, John Lande (2008) stated:

Being in a dispute in an adversarial disputing culture is enough to bring out the brute in many people. Even though many parties and lawyers are not generally nasty, they may act that way in response to their perception of nastiness by the other side. This can lead to a cycle of escalating conflict, which prolongs the agony. The last thing that some people want to do in this situation is to work cooperatively with (what they perceive as) the brute on the other side. If the parties have not already resolved a dispute by the time that they consult lawyers or begin litigation, they are likely to feel distrustful, angry, or afraid, and to be skeptical that they can negotiate successfully with the other side. (p. 84)

Conflicts between parents of children with disabilities and school districts are extremely challenging because of the emotions on both sides. Lawsuits are getting more personal despite the immunities educators enjoy (Walsh, 2010). A Harris Interactive survey revealed that 82 percent of teachers and 77 percent of principals said the current legal climate has changed the way they work (Hopkins, 2006). This adversarial, fear-driven feeling has created a lawyer based system of decision-making instead of schools and parents making their own informed decisions about the students (Walsh, 2010). Clearly, the system is broken (Freedman, 2009). Decisions as to appropriate provision of services are made based on technical and legal compliance with the letter of the law, instead of basing a program on the unique needs of students.

Resolving disputes include using adversarial tools such as due process hearings, appeals, and

lawsuits, while taking months to accomplish some kind of agreement. All of these actions tend to increase the tension between the two parties and typically do not satisfy any participant. school board members have indicated that they fear the threat of legal disputes and this trepidation could substantially increase already-high special education costs and that the court cases are a major force in shaping educational decisions (McClain, 2008, December). Regardless of whether school officials choose to litigate or settle a lawsuit, considerable resources are diverted to deal with legal cases (Citizens Against Lawsuit Abuse, January 2008).

Although adequacy litigation has a much broader implication than special education litigation, the theory of providing all students with quality education is very similar. In *School Money Trials*, West and Peterson(2007) wrote that “adequacy lawsuits have, with little fanfare, emerged as a major alternative strategy in the pursuit of improved public education in the United States.” According to the authors, litigation has politicized the process of cost modeling in school finance. It is now customary to include legal fees when developing special education budgets. Therefore, as litigation costs soar, people are turning to alternative ways to resolve disputes (Folberg & Taylor, 1984). This is emphasized by the group Citizens Against Lawsuit Abuse stating:

With the value our society places on education, it is no surprise parents aggressively advocate for their children’s academic success. The resulting conflict at school between parents and teachers is to be expected, but to give our children the best tools for the future, we must find alternative dispute resolutions that do not result in our schools being denied the very resources they need to successfully educate our children. (p. 3)

When IDEA was reauthorized in 1997, Congress added a requirement to make mediation

available through state education agencies whenever a request for a due process hearing has been filed (Consortium for Appropriate Dispute Resolution in Special Education [CADRE], 2002). The focus is on solving the disagreements and working toward solutions that satisfy both school districts and parents, without the more costly and often slower process of the traditional legal procedures. Disputes relating to identification, evaluation, educational placement, or the provision of a free appropriate public education to a child with a disability are all issues covered by IDEA (Vocational and Educational Services for Individuals with Disabilities, 2001).

Edward Schwerin (1995) asserts that empowerment is a core value in the mediation ideology because it enables the disputing parties to compose voluntarily a mutually beneficial agreement in their own terms and language. This allows the parties a certain amount of control over their lives (p. 7). It also allows flexibility, because there are no formal rules attached to the process. Mediation and alternative dispute resolution are at the heart of effective special education legal representation because parents are more likely to favor these informal resolution mechanisms than the due process hearing or compliance complaint (Massey & Rosenbaum, 2003). Having the experience of participating in mediation allows the family and school to problem-solve jointly and develop a feeling on both sides of “fairness”. As both sides invest both intellectually and emotionally in the success of the procedure, they are more likely to adhere to the final consensual decision. (Turnbull & McGinley, 1987). These approaches are more amenable to long-term non-adversarial relations than adjudication and investigation (Massey & Rosenbaum, 2003). One person suggested “mediation can do more to foster party empowerment and self-help than, for all our talk of client-centeredness, a litigation can” (Stark, 1996, p. 502).

Purpose of the Study

In M. K. Freedman's (2009) book *Fixing Special Education*, the author cited "ending litigation of a student's special education services (FAPE)" as the number one climate change society can make to reform special education (p. 3). The use of the word "appropriate" in the definition of FAPE has been called ambiguous because the law did not establish any substantive standard by which those services can be judged to be adequate (Osborne, 1996). Freedman states that special education litigation continues to thrive because there is still not a specific definition of the way in which "appropriate" is to be measured in FAPE, therefore what is "appropriate" education is applied on a case-by case basis (p. 24).

This study focused on Texas special education mediations utilized for dispute resolution. This research explored variables which influenced the frequency of mediation. Variables such as district size, location, economic level, and State Accountability Rating were investigated and evaluated. In order to determine if there were any relationships between the frequency of mediation and the variables, data were collected and analyzed for insight into trends. The research drew conclusions about mediations and variables in order to ensure that school administrators are better prepared to assess and implement appropriate strategies. Mediations were determined as successful if they did not progress to due process. If the mediation did progress to due process, it was deemed ineffective. The rates of success were examined to determine if mediation was truly beneficial to districts or if this process should be skipped and the conflict handled entirely through legal proceedings.

The next section of the study involved sending a structured questionnaire to all special education directors who worked in districts that were involved in special education mediations resulting in non-agreement. Their perceptions were collected to determine the value, or lack

thereof, of the mediation. They were also asked to provide their observations as to the failure of the mediation in terms of parent participation, trainings which have been provided to the staff, and if the mediation proceeded to due process. Other data were gathered to determine if an ineffective mediation had any positive results, such as a partial parental/school agreement or information which came to light that would help the school to train their staff.

As the Texas Education Agency does not collect alleged issues cited when mediation is requested, this study documents which issue was referenced when the mediation failed and a request for due process was filed. If the mediation continued to Due Process, the actual cause of the conflict was studied to determine whether a district would be able to minimize disputes if the district were to develop prevention strategies. Although T. E. A. cites “failure to provide FAPE” as the most common reason for dispute, this answer is obviously too enigmatic (2008). This document breaks down the broad classification of “failure to provide FAPE” into specific complaints, such as Child Find, procedural safeguards, transition, highly-qualified teachers, native language, and other reasons were given as a request for due process. Through the determination of the primary issues of special education mediations, school districts can use the data to educate their staff proactively in policies and measures that will help avoid adversarial legal proceedings.

If school districts were aware of the mediation/due process trends, the delivery of services to students would improve how disputes are evaluated and handled prior to ‘blowing up’ (Feinburg, 2002). The use of these data within the school districts would also ensure that students would be much more likely to succeed, achievement and engagement would increase, drop-outs decrease, staff morale would improve, money would be spent on education, not litigation, and parents would work in partnership with schools (Siler, 2009).

Significance of the Study

The few special education mediation studies that have been published to date address only the efficiency of the mediation procedures, or what researchers refer to as the antecedents of short term success: reaching agreement, serving disputant goals, and producing immediate party satisfaction (Goldberg, 2001). An audit report by the Norton Rose Group showed that any type of mediation had a settlement rate of 89 percent (Centre for Effective Dispute Resolution [CEDR], 2010). In 1985 Singer and Nace reported that in the states of California, Connecticut, and Massachusetts, mediation resolved between 40 and 80 percent of the special education disputes. In 2004 the Consortium for Appropriate Dispute Resolution in Special Education reported that 51percent of all special education cases that were mediated reached an agreement (CADRE, p.vi). A study by Freedman (2009) provided salient variables which might relate to disputes. The variables Freedman indicated were (a) the fear of contentious encounters with parents; (b) the ability to reduce the bureaucratic legal process; and (c) the capacity to develop a trust-based education.

In the 2007-08 school year, approximately 500,000 children in Texas aged 3 through 21 received special education services under IDEA (TEA, 2008). In President Obama's (2009) inaugural speech he stated: "The question we ask today is not whether our government is too big or too small, but whether it works. Where the answer is yes, we intend to move forward. When the answer is no, programs will end". Miriam Freedman (2009) compared the mechanics of special education to Obama's inaugural statement when she stated that special education is a mix of parts that work well and parts that do not (p. 4). Meeting the needs of special education students is a priority for the residents of Texas and those who implement IDEA, therefore the

importance of the proposed study was to respond to the Texas school districts' complaints concerning the increase in special education mediations and due process hearings. This study would also be used by a district to create an action plan to help eliminate disputes, and with this, to help decrease the number of legal proceedings. Finally, feedback from special education directors helped determine what variables in the mediation process affected the advancement from mediation to due process.

Due process hearing and litigation are expensive for districts and emotional for all of those involved, therefore, alternative dispute resolution needed to be examined. When school districts are aware of the frequency as to the types of complaints, administrators can address the issues by developing targeted interventions to cultivate special education expertise for all of their employees. In 2009 Siler wrote:

Data use should not just mean identifying students at need or completing a district improvement plan. It should include using data to impact teaching and learning in a way that benefits students. It is also using data to address every aspect of teaching and learning, including using data to inform the written curriculum. (p. 43)

The data from this study will help develop a more suitable educational program by distributing the results of the data analysis to districts for use in the implementation of a free and appropriate educational program (FAPE) for their special education students in the least restrictive environment. The districts would then analyze the data to identify the best educational practices for their schools, develop strategies for implementation, provide staff training and critical feedback, and use the information to implement best practices. Using hard evidence and focusing on the data would provide districts the opportunity to develop an avenue of change that decreases

their likelihood of special education disputes. The use of mediation data allows the districts to invest their resources into productive and non-adversarial practices.

Research Questions

Central Question

What factors, if any, distinguish districts involved in mediations in terms of Texas School district types, economic status, Texas accountability ratings, special education disability classifications, and alleged violated special education regulations?

Sub-questions

This study researched the variables in order to determine the relationship, if any, between the frequency of mediation and each factor. The following specific research questions will be answered through data collection and statistical analysis:

1. What is the relationship, if any, between the Texas School District Types (Major Urban, Major Suburban, Rural, Other Central City, Other Central City Suburban, Charter Schools, or Independent Town, to the number of special education mediations?)
2. What is the relationship, if any, between the percentage of economically disadvantaged students in the School District Type and the number of mediations?
3. What is the relationship, if any, between a school district's Academic Excellence Indicator System rating and the number of mediations?
4. What are the rates of the handicapping conditions/special education disability category with the number of state-wide requests for mediation?

The following questions were answered by special education directors who had been involved in unsuccessful mediations:

5. According to the special education director working in the district with a mediation that resulted in non-agreement, what was the explanation for the failure of the mediation?
6. Did the district make any systemic changes to policy as a result of the unsuccessful mediation, e.g. staff development, programming, staffing, curriculum, behavior intervention, etc.
7. If the mediation ended in non-agreement, had the staff been provided any workshops or conferences on the problem prior to the request for mediation?
8. Although there was an issue that ended in non-agreement, did the Director perceive that anything constructive was gained by the mediation process? If so, what?
9. If the mediation ended in non-agreement, did the issue progress to due process?
10. Which special education issue is more likely to progress from mediation to due process?

Definition of Terms

For the purpose of this study, the following definitions will apply:

Agree/Disagree. If the mediation does not reach a mutually acceptable agreement and the mediation is terminated, the mediation ends in disagreement.

AEIS. The Texas Academic Excellence Indicator System (AEIS) directory provides performance information about every public school district in Texas.

ARD and/or ARD Meeting. Admission, Review, Dismissal- This is the Texas equivalent to an Individual Education Plan meeting which is required by IDEA to be completed yearly for every special education student in order to develop their educational plans. (TEA website, 2010)

ARD Committee. The basic ARD committee or IEP team consists of a general education teacher, a special education teacher, an administrator, and an assessment professional. (TEA, 2004).

Burden of Proof. The responsibility of proving a disputed charge or allegation. (West's, 1998)

Complaint. In this study, the term will mean a grievance filed with the Texas Education Agency. (TEA, 2011)

Docket. A list of pending cases in a court. In this study, the term “docket” will mean Texas Education Agency’s official report of a special education due process hearing. TEA dockets include issues, discussions, and results of the case. (TEA, 2010)

Due Process Hearing. A request from a parent of a student who qualifies and is enrolled in a special education program is made for this state level formal administrative hearing when they feel the needs of their child are not being met. This is conducted by the Texas Education Agency by an impartial individual. (TEA, 2004)

FAPE. An acronym for Free Appropriate Education. FAPE is one of the key requirements of the Individuals with Disabilities in Education Act. FAPE requires that an educational program is provided for all school-aged children regardless of their disability with no costs to their families.

IDEA. An acronym for Individuals with Disabilities in Education Act. Congress enacted the Education for All Handicapped Children Act (PL-94-142) in 1975 to protect the rights of

students with disabilities. This law was reauthorized in 2004 and enacted as IDEA in order to further expand the rights of students with disabilities. (IDEA, 2004).

IEP. An Acronym for Individualized Education Program. Under the federal law that is called IDEA, all students with a disability are required to have a specialized written program created for their educational programming. (ARC, 1999)

LEA. An acronym for Local Education Agency. The LEA is the school district which is responsible for providing free public elementary/secondary instruction or education support services for students within a local area.

LRE. An acronym for Least Restrictive Environment. "Least restrictive environment" means that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent possible. (IDEA, 2004)

Mediation. Two or more people involved in a dispute meet in an informal, confidential setting. With the help of trained neutral persons (mediators) provided by the TEA the disputants try to work out a solution to their problem. The Texas Education Agency started this process in order to attempt to settle complaint issues through mediation instead of the court system.
(<http://www.texasprojectfirst.org/>)

Parents. The term can mean natural parents, surrogate parents, or the legal guardian of students with disabilities eligible for special education services.

Regular Education or General Education Students. The term for all students in a public school program who have not been identified as special education students.

School year 2005-2006. This school year date will be recorded in the study as 2006.

School year 2006-2007. This school year will be recorded in this study as 2007.

School year 2007-2008. This school year will be recorded in this study as 2008.

Section 504. This civil rights law is part of the Rehabilitation Act of 1973 which is designed to prohibit discrimination against individuals with disabilities. Section 504 guarantees certain rights to individuals with disabilities, including full participation and access to a free and appropriate public education (FAPE) to all children regardless of the nature or severity of their disability. The child may receive modifications and accommodations. (34 C.F.R.Section 104) Section 504 does not require schools to provide an IEP that is designed to meet the student's unique needs, as it has fewer procedural safeguards available to children with disabilities. (U. S. Department of Health & Human Services, n.d.)

Special education. This term refers to individualized programming for students who have been identified for special education services. Students must be referred, tested, and meet all eligibility criteria in order to receive services. (TEA, 2004)

Special education students. Students who have been identified for specialized programming. These students must be eligible for services in one of thirteen handicapping conditions as defined by federal guidelines.

TEA- Texas Education Agency. The state agency that is ultimately responsible for ensuring that every student with a disability receives a free appropriate public education. (ARC, 1999)

TEA Mediation Docket Detail Report. This document is published annually to report all mediations which were held in Texas. It includes the decision, the school involved in the mediation, and the hearing officer.

Summary of Chapter One

This study examined variables which might have influenced the frequency of mediations and attempted to determine the effectiveness of mediation in resolving disputes between parents of special education students and school districts. The study provided information which preceded mediation and determine if clear patterns might emerge that trigger due process. This information would be valuable in offering approaches which could be used for decreasing the number of due process hearings in Texas school districts. The study also evaluated special education directors' satisfaction with the mediation process. The use of this study will help develop and maintain collegial relationships between parents and schools that were outcomes originally stated by Turnbull & McGinley in 1987.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The literature reviewed consists of studies and other information pertinent to special education mediation and adversarial legal proceedings. The first area of study to be included in this review is the background of the main issues concerning special education. This is followed by the least restrictive environment as defined by the courts, the United States Congress, and the legal system. Next, special education resources and accountability is discussed. The focus then shifts to school and parent conflicts, mediation as a tool, and the progression of civil mediation in Texas. Finally, the literature examined the special education mediation process in Texas.

Background of the Main Issues

Physicians can be credited for the first attempts to utilize methods designed for the special education population. In the early Nineteenth Century the physician Jean-Marc-Gaspard Itard began working with Victor “the Wild Boy of Aveyron” (Humphrey, 1962). Victor was found alone in the French forest with limited socialization skills and abnormal behaviors. Dr. Itard used behavior management and individualized education practices to improve Victor’s behaviors, thus successfully altering the behavior of a conceivably cognitively impaired child. Itard’s work was continued by his protégé, Edouard Seguin, in the latter part of the nineteenth century (Hulett, 2009).

According to Hallahan and Kauffman (1997), the following ideas and research drawn from Itard and Seguin’s work have become integral components of current special education practices:

- individualized instruction, in which the child’s characteristics, rather than prescribed academic content, provide the basis for teaching techniques;

- a carefully sequenced series of educational tasks, beginning with tasks the child can perform and gradually leading to more complex learning;
- an emphasis on stimulating and awakening the child's senses, the aim being to make the child more aware of and responsive to educational stimuli;
- meticulous arrangement of the child's environment so that the structure of the environment and the child's experience of it lead naturally to learning;
- immediate reward for correct performance, providing reinforcement for desirable behavior;
- tutoring functional skills, the desire bring to make the child as self-sufficient and productive as possible in everyday life; and
- belief that every child should be educated to the greatest extent possible, the assumption being that every child can improve to some degree. (p.26)

The blueprints designed for each child with a disability prompted Gaynor (1973) to comment that this was the first example of an Individualized Education Plan. As other physicians began using this type of instruction and reward system to work with children with special learning needs, the concept of modern special education was developed. The foundations on which today's special education practices are built and implemented are based on these Nineteenth Century practices (Gaynor, 1973). The first special education programs in schools were designed in the late 1870's as delinquency prevention programs for urban "at risk" students (Cremin, 1967). The students were taught manual skills in addition to character development with the hope that poor children could be taught self-discipline, therefore lowering the crime rates.

The Massachusetts Compulsory Attendance Act of 1852 was the first general education law attempting to improve the conditions of all children (Groke, n.d.). This law included mandatory

attendance for children aged eight to fourteen. The reasons in support of the law included using the concept of education as a prerequisite for democracy, the evils of private schools, and unfit parents (Simpson, 2004, November). Compulsory attendance laws were established in Texas in 1915 with the intention of prosecuting parents who did not send their children to school (Sperry, Daniel, Huefner, & Glee, 1998). Despite compulsory attendance laws, children with disabilities were either excluded from school or grouped together in classes with varying forms of impairment. These classrooms were in the least desirable areas, such as portable buildings, or basements, because school officials believed these students would be disruptive to the students who are not disabled. In 1958, the Illinois Supreme Court ruled that compulsory education laws did not apply to children with mental impairments and until 1969 it was a crime in North Carolina for a parent to enroll a student with a disability in a public school (Weber, 2002)

During this same period of time parents did not abide by compulsory attendance laws, students could be evaluated and placed in without notice, and many children were excluded from appropriate educational placements (Douvanis & Hulsey, 2002). Proponents of providing services to students with special needs targeted federal policymakers and lobbied for the expansion of services to those in this population (Itkonen, 2009). Those who supported educating special needs students formed two early advocacy groups now recognized as attempting to ensure that all children with disabilities receive a free and appropriate public education in the United States. The two groups were the Council for Exceptional Children (C.E.C.) and the National Association for Retarded Citizens. The C.E.C. was founded in 1922 in New York (Council for Exceptional Children [CEC], 1983). The A.R.C. was organized in 1975 to obtain optimum benefits from society for handicapped children (Levin & Wexler, 1981, p. 16). The C.E.C. has helped establish statutory and regulatory laws, while both groups have lobbied for

legislation and worked through the judicial process to establish safeguards for all children with disabilities (President's Commission on Excellence in Special Education, 2002).

In 1954 the Supreme Court ruled in *Brown v. Board of Education* that segregated schools “have no place in the field of public education” and called for desegregation of all public school systems in the nation. The Court ruled that separate facilities were unequal, therefore unconstitutional. This momentous civil rights decision found that African American children had the right to equal education opportunities. Although this case based segregation solely on the basis of race, the Court implied that all forms of segregation were illegal and that all forms of discrimination would be banned (Kane, 1967). The negative emotional impact of segregation was described so well in this case, that parents of students with disabilities began using this as their standard for filing lawsuits against the schools discriminating against their children.

The premise that children with handicaps would encounter more success in schools if not isolated from their peers in general education gained acceptance at the highest levels of government in the 1970's (Wiles & Lundt, 2004). The Elementary and Secondary Education Act (ESEA) of 1965 first addressed the education of disabled students when it established a grant program to assist states in the “initiation, expansion, and improvement of programs and projects for the education of children” (<http://www.ed.gov>). In 1970 the law was replaced by the Education of the Handicapped Act, which established a grant program to stimulate the individual states to develop educational programs and resources for students with disabilities (<http://www.archives.gov/federal-register/laws/about.html>). Educating students with disabilities in regular classrooms alongside their peers without disabilities to the maximum extent appropriate in the least restrictive environment was the requirement adopted by the United States Congress when it enacted the Education of All Handicapped Children Act of 1975

(<http://www.archives.gov/federal-register/laws/about.html>), the precursor to the Individuals with Disabilities Education Act (IDEA). The policy of including children in general education classes is now called mainstreaming, although Public Law 94-142 did not use the term “mainstreaming. Despite these ground-breaking court cases, the Bureau of Education for the Handicapped reported to Congress that students receiving special education services were still not adequately being supported in their educational placement (1978-79). The USCCAN 1975 statistics recognized that out of more than 8 million children with handicapping conditions requiring special education, only 3.9 million were receiving an appropriate education, 1.75 million were receiving no educational services at all, and 2.5 million were receiving inappropriate services (p. 1433).

Although there are many debates about what form and how much time services should be provided to be considered appropriate, the report clearly reveals that best practices for providing appropriate adaptations and accommodations for special education students were lacking in 1975. Kurt Hulett (2009) described the inequities of services among school districts, states, and individuals as the lack of a “national minimum floor of responsibility.” This statement implies that services are compliant with the law, but not rising to the level of social responsibility. Hulett (2009) further explained that the federal laws then in existence were ambiguous and much state-level legislation was contradictory to that in other states.

In the USCCAN Congress answered the costs of failing to educate children with disabilities by stating:

The long-range implications of these statistics are that public agencies and taxpayers will spend billions of dollars over the lifetimes of these individuals to maintain such persons as dependents and in a minimally acceptable lifestyle. With

proper education services, many would be able to become productive citizens, contributing to society instead of being forced to remain burdens. Others, through such services would increase their independence, thus reducing their dependence on society. (p. 1433)

The current system was clearly antiquated and not based on prevention and intervention. Students had to fail before qualifying for special education services. School officials did not respond to children's needs and parents did not know what to demand. To this point, schools had not experienced "legalism", or the elevation of form over substance, where compliance with the letter of the law takes precedence over the intent of the law (Goldberg & Kuriloff, 1991). It would take a more formalized legal procedure to be developed which protected individuals with disabilities for the rights of students and their parents to be acknowledged.

Although education litigation in general declined during the 1980's and 1990's, special education litigation began to increase dramatically during this time (Zirkel, 1997). Maloney (1995) found that more than 60 percent of the pertinent 1,200 special education court decisions since 1978 had been decided since 1989. This is explained by the Newcomer and Zirkel assertion that before 1989, courts followed the longstanding doctrine of abstaining from substituting their judgment for that of educators who possessed "special expertise" in academic affairs (1999). The process of "deference" was to leave review standard decisions to school officials instead of impartial hearing officers. States and courts soon realized that they were asking the same professionals who had excluded handicapped children in the past to now ensure their right to an appropriate education, so the rights became a court battle (Kuriloff, 1985).

The Least Restrictive Environment: Defined by the Courts, Legislation, and Legal System

The history of federal legislation and court cases can be seen as the momentum in moving the United States closer to a goal of providing meaningful educational services to special education students. The laws that govern special education are derived from constitutional law, statutory law, regulatory law, and case law (Douvanis, 2002). Constitutional law is the supreme law of the land and the basis for all other laws. Statutory laws are enacted by Congress and state legislatures. Federal statutes are called U. S. public laws with each assigned a number, and they are organized by chapters and sections. Regulatory law is created by the executive branch or administrative agencies. If a statute is passed by Congress, an appropriate agency is responsible for developing regulations for implementation. The law is usually adopted in broad statutory and the agencies define the specifics. They are referred to as regulatory law after the regulations are developed. Case laws are judicial decisions made by specific courts to discern the language of what legislators intended the law to regulate or decree. Courts attempt to rule according to legislator intent, but if a court interprets the law in a manner different from the way in which the legislature intended, a new law is created (Kim, 2008, p. 23).

Although education is never specifically mentioned in the United States Constitution, three sections can be used to justify the basis of American education. Article 1, Section 8; the Tenth Amendment; and the Fourteenth Amendment give the responsibility of education to the states, provide for due process, and mandate equal protection under the law for all individuals. Article 1, Section 8 states: “The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defense and general Welfare of the United States...” The term “general welfare” provides that the federal government can pass

federal legislation to provide financial support to education agencies and to support special education programs (Cross & Islas, 2003-2009).

The Tenth Amendment states: “The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.” The Constitution does not place education as a state or federal responsibility; because it was not “denied” to the states it is considered a state responsibility (Dennis, 2000).

The Fourteenth Amendment states: “No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive to any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.” In other words, education cannot be taken away without due process. Once a state has undertaken to provide it, it is a right which must be made available to all on equal terms (Hudgins & Vacca, 1999). If a child is identified as a special education student, he cannot be denied access based on any characteristics (Cohen, 2008).

The two court cases which helped mandate the least restrictive environment for special education students were *Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania* and *Mills v Board of Education of District of Columbia*. Special education law has its roots in these two 1970’s cases, therefore it is essential to understand the cases and their impact upon children with disabilities. It is also clear to see how the legislature was able to write and enact P.L. 94-142 and IDEA when the two cases are studied (Melnick, 1995).

The Pennsylvania Association for Retarded Citizens (PARC) demanded access for students identified as mentally retarded to public schools. The case went to the Pennsylvania state court. The ruling determined that education should be provided for all children regardless of any

physical or mental handicap. This created the right to an education for all disabled Pennsylvania students and the consent decree shaped the federal mandate for the Education of All Handicapped Children Act of 1975. The settlement also stipulated that parents would be included in educational placement decisions, presented a court partiality for mainstreaming, and addressed a means to resolve disputes between parents and schools (PARC, 1972). With this court decision, the federal government recognized that special needs students were experiencing educational inequities and the stage was set for the federal government to begin writing legislation which would prohibit discrimination against these students (Guthrie & Reed, 1991).

In *Mills v. Board of Education of District of Columbia*, the court addressed the practice of suspending, expelling, and excluding children with disabilities from the District of Columbia (D.C.) public schools. The Court held that the D.C. schools must publicly support “exceptional” children, retain them in school, and not claim insufficient funds as an excuse to keep them out of school. The description of “free and suitable publicly supported education” in this case is the predecessor to the “Free Appropriate Public Education” (IDEA, 2004). In 2005 there were more than six million students with disabilities, which is well above 12 percent of the school population (Curtis, 2005, p. 2). This increase in the number of students served by special education validates the decision of the Court stating that each school aged child must receive a free and suitable publicly supported education regardless of the degree of the child’s mental, physical, or emotional disability or impairment (Mills, p. 881). The judge for the case also outlines specific procedures which must be followed for due process and some of these ideas are copied almost verbatim into the procedural safeguards of the Education for All Children Act of 1975 and continued through IDEA (NCD, p.13)

In 1986 the Handicapped Children's Protection Act (HCPA) became a key piece of legislation involving special education students. According to this Act, schools must pay the attorney fees when the child "prevails" in a dispute. The problem with this Act is that "prevails" suggests a court trial, but attorneys began using it to receive fees from school districts when they worked for parents at the school district level (Rist, 1990, December).

Zirkel (1997) believes that the most important legislation to focus on the needs of special education students was Public Law 94-192 the Education for all Handicapped Children Act of 1975. Special education had been in existence since the founding of our nation, but by the late 1960's, it was not a right in many states (Weintraub, 2005). Although some states enacted special education laws, this was not a universal policy throughout the United States. On November 28, 1975 President Ford signed Public Law 94-142 into legislation (LaVelle, 1991). This act was renamed the Individuals with Disabilities Education Act (IDEA) in 1990. The following provisions are included for handicapped students:

1. Free and appropriate public education;
2. Protection for their rights and those of their parents;
3. Assistance to states in providing for their education; and
4. Assessment and assurance that the educational efforts used are effective (Guthrie and Reed (1991)).

In addition to the four major entitlements, IDEA also requires that states provide an impartial due process hearing to resolve disputes, with an appeal to the state education agency and then to a state or federal court (Legal Information Institute Cornell University Law School [LII], n.d.).

As this law was passed, Senator Robert Stafford (1975) explained clearly what the law intended to do: “This thing that we do, then, is not only an act of law for equality in education, but an act of love for those extraordinary children wishing only to live ordinary lives” (ARC, 1999, p.2).

In 1982 the first special education case was taken to the Supreme Court. In *Board of Education v. Rowley* the Court wrote:

“the primary responsibility for formulating the education to be accorded a handicapped child, and for choosing the educational method most suitable to the child’s needs, was left by the Act to state and local educational agencies in cooperation with the parents or guardians of the child.

Although this decision does attempt to define the responsibility of educating a child with special needs, it still suggests that parents’ involvement does not match the vision of politicians, education officials, or the Supreme Court (Welsh, 2007).

In 1997 Congress passed the Amendments to IDEA, reminding us that:

Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living and economic self-sufficiency for individuals with disabilities. (IDEA, 1997)

The law states that handicapped children will be educated with non-handicapped children “to the maximum extent possible”, therefore establishing the theory of “least restrictive environment” (IDEA, 1997). (The term “handicapped” has since been replaced by the term “child with a disability” in statutes and regulations).

When determining that students with disabilities should be placed in the least restrictive environment (LRE) in P. L. 94-142, Congress intended for students with disabilities to be educated with general education students in regular classrooms. This was not the usual situation, as special education students were customarily segregated. The federal statutes leave several questions unanswered, including three significant ones:

1. How far must schools go?
2. How important is potential academic achievement/social growth in making placement decisions?
3. What are the rights of the other children? (Stout, 2001)

Specific special education issues were left to the courts to define. Although cases are decided in separate jurisdictions and decisions may not apply to all locations, cases can be cited throughout the country. Guidelines for special education are now provided by court decisions.

In *Sacramento City Unified School District v. Rachel H.* (1994), the United States Court addressed the issue of an appropriate educational placement for a student with a disability (<http://www.findlaw.com/casecode/index.html>). This is one of the most significant special education cases because it identified four factors that must be considered when a special education student's placement is considered:

- The education benefits of full-time placement in regular class;
- The nonacademic benefits of such placement;
- The effect the special education student has on the teacher and students in the regular class; and
- The cost of a regular class placement (Morse, 2000).

This case strongly endorsed inclusion and started the movement which advocated inclusion as a right and not as a privilege.

Recent decisions suggest that courts have been increasingly less deferential to school personnel analyzing the Least Restrictive Environment, and they have become more assertive in ordering inclusion (McCarthy, 1994). *Roncker v. Walter* developed a two-part test to guide the appropriate placement for a student with a disability:

1. Can the educational services that make the segregated setting superior be feasibly provided in a non-segregated setting? (If so, the segregated placement is inappropriate.)
2. Is the student being mainstreamed to the maximum extent?

This policy was further defined in the U. S. Court of Appeals by *Daniel R.R. v. State Board of Education*, when the court applied a two-part test to determine if the LRE requirement is met.

The test poses two questions:

1. Can an appropriate education in the general education classroom with the use of supplementary aids and services be achieved satisfactorily?
2. If a student is placed in a more restrictive setting, is the student “integrated” to the “maximum extent appropriate”?

These two cases show how courts must carefully examine each individual situation in determining appropriate placement and other special education issues. The purpose of IDEA is to provide individuals with disabilities appropriate educational services and the courts must constantly define “appropriate” as it relates to each individual child.

Special Education Resources

Because of the huge spectrum of disabilities, the picture of special education programs is difficult to comprehend. The span includes students who are deaf or blind, severely cognitively impaired students living in institutions, students with learning disabilities going to graduate school, students with attention-deficit/hyperactive disorder, and athletes who cannot read (Lipsky & Gartner, 1997). Zirkel (2010) stated:

Broadening definitions have put more conditions under the special education umbrella and parents' increasing awareness of their child's legal rights have contributed to increased special education enrollment and litigation. The increase is in part because autism and attention deficit hyperactive disorder have become recognized disorders under special education law. It also results partly because of a reduction in the costs to districts to provide special education services as those students become included in regular classrooms and the removal of the stigma of receiving such services for students and parents.

If education for children with disabilities were easily understood, special education would be locally and adequately funded because the specialized programs are so very valuable to the community (Arnold, Mitylene, & Lasserman, 2003). This is not the case, however, and funding is a big issue when discussing special education. Because of IDEA and FAPE, the federal government is involved in the outcomes of all students with disabilities. There are also state-imposed standards and accountability measures, which must be consistent with federal laws. Most states have established procedures for implementing programs associated with special education that either are federal law or those that are not explicitly covered by federal rulings (Besinaiz, 2009, p. 23). Despite massive investments by school districts, funds are short as more and more services are requested by parents.

Parents demand that schools be more accountable in educating their special needs children, but the money is not there. Diana McDonough in the *Special Educator (2000)* states the five top monetary strains on special education:

1. FAPE: School districts must provide/pay for a Free Appropriate Public Education. Appropriate may include costly related services, residential placements, and one-on-assistants.
2. Ages 3-32: School districts must provide FAPE for students ages 2-21, not merely 5 to 18, because students in these categories are usually severely handicapped. Programs for students younger than five or older than 18 are often extremely costly.
3. Consent and dispute resolution: Parent consent is required for placement into special education.
4. IEP and assessment procedures: Such procedures are conducted at least annually and are time consuming. Failure to follow appropriate procedure will probably result in negative due process hearing decisions.
5. Expanding eligible population: Parents sometimes want districts to identify their children as special education to ensure individual attention. Parental pressure may result in over-identification of special education students. Some parents with “behavior problem” students strive to have their children placed in the program because the parents believe their children will not have to follow the regular discipline procedures at the school, therefore possibly foregoing jail time for serious offenses.

For the majority of administrators, special education takes up a “disproportionate share” of time, attention, and resources, according to a Public Agenda survey (Johnson, 2002). School

districts are forced to offer one-on-one assistants to severely handicapped students, retain nurses for medical services for tube fed children, provide residential care for students with an emotional disturbance, and obtain music therapy for children with autism. On the other side, parents become frustrated with what they consider a lack of services, thus advocating strongly for their children. If they do not get what they request in an Admission, Review, and Dismissal/IEP meeting, they may eventually hire attorneys for due process hearings.

Even though they claim an unequal share of resources, special education concerns often fail to command commensurate attention from public school educators Johnson (2003) stated that:

Personnel have little appreciation for the cost or consequences of noncompliance and comparatively little incentive to give special status to exceptional education concerns, particularly in the face of competing, seemingly more pressing demands on their time and energy. These facts of life mean that most school employees will not assign priority to special education unless they have a reason to do so. (p. 3)

A case of negligence is much easier to establish in special education than in general education because of the I. E. P. documentation. Although disputes are usually resolved before there is a request for mediation, formal legal proceedings are costly both emotionally and monetarily to school districts. Contentious parents become discouraged with the school, teachers feel abused and not trusted, and lawyers are expensive for both sides. Schools that are in compliance can defend themselves, but if careful attention has not been paid to special education law, then it will be expensive for all of those involved.

Special Education Parent and School District Conflicts

When a child is referred to and then placed into special education, the IEP procedure begins. This can be a confusing process for parents because they feel overwhelmed by the new special education environment their child has now joined. This is an unknown environment with its own language, rules, and participants. This causes further stress from the concept that “if my child is in special education, there must be something wrong with my child”. The school and the parents might have very conflicting views on what is appropriate for the child and the disagreements begin. IDEA requires schools to have “appropriate, sufficiently “individualized” educational programs, but the meaning of this is not clear and this has led to many discussions about services children are entitled to by the law. IDEA states that the parents should provide “input” into the development of the child’s I.E.P, yet courts have ruled that parents are entitled to “meaningful participation”(Walsh, 2010, p. 15). In Parent Participation: School District Obligations and Dilemmas, Paul C. Ratwick (2011) states:

The hallowed status of parents in the special education arena is something that can be found in the statement of IDEA’s findings and purpose, and is something that is echoed in numerous provisions of local and state special education law. The best practice is to involve parents in every step of a student’s evolving program of special education.

While this may seem burdensome and imposing to some school personnel, it is necessary to insulate a school district from liability and is ultimately likely to result in greater parent satisfaction.

The provocative differences between the LEA’s and the parents’ understanding of the law and the perceived discrepancies of special education services are what usually start the battle, therefore parental participation is an overriding theme in special education law (Ratwick, 2011).

When parents and districts cannot agree on the special education services, disputes arise and much time and money is wasted on legal representation. If the school district believes it is providing an appropriate education to the IEP students and the parents disagree, sometimes an impasse is reached. A legal arena might be the only outlet parents think they have in order to obtain the services they believe their children should receive. Litigators who specialize in special education represent the parents of special education students frustrated by some aspect of special education offerings and want to sue. Although the threat of a lawsuit is clearly designed to get the school's attention, parents disgusted with their child's educational programs can cost the district thousands of dollars (Wright, December 4, 1999). In Team Based Conflict Resolution in Special Education, the authors state:

Due process hearings are focused on fact finding and are generally unresponsive to the emotional aspects of disagreements between families and schools. Conflicts between parents and teachers are highly emotional; the problem has usually been growing and doing damage for some time before someone requests a hearing. The dispute has become deeper and broader than the original issue. Efforts to improve the situation have failed, and trust is low. What began as miscommunication or a misunderstanding can become a multi-layered conflict with slights, hurts, and tremendous emotional charge on both sides. When the hearing process fails to address these issues, the parties are likely to experience increased frustration. (Engiles, Peter, Quash-Mah, Todis, 1996)

If a parent does not trust the LEA, the idea of going through the court-like procedures and atmosphere of a due process hearing will only further destroy an already problematic relationship.

Harpin and Rzepski identified five factors which they believe contribute to adversarial procedures within the due process system:

- Ineffective communication between parents and schools, particularly school personnel operating within the professional model while parents were testing the limits of the legalization model;
- Unreal expectations that the due process system will result in a mutually acceptable decision;
- The ambiguity of federal and state special education standards which results in parents and schools turning to the due process for clarification;
- The threat of due process and its attendant costs as a bargaining tool by parents (and occasionally by schools) in an effort to force the other party to accept a particular opinion; and
- The failure of state and local education agencies to advocate for the education of students with disabilities while advocacy agencies provide significant parental support, resulting in an “us against them” relationship with parents and advocacy agencies pitted against state and local educators (1994).

Attorneys are flourishing as they advise school districts in special education issues on how to avoid costly due process hearings. Special education hearings continue to rise in frequency. From 1991 to 2005, there were 902 due process hearings held in Texas. In the United States, Texas was ranked eighth in overall and per capita frequency of adjudicated hearings. (Zirkel & Gischlar, 2008). From 2006-2008, there were 122. Therefore, as due process hearings are very emotionally and monetarily detrimental to schools, mediations should be considered as

the first step in resolving a disagreement. Schwerin stated that the mediation process “is by far the most widely used of the dispute resolution processes” (1995).

When IDEA was expanded in 2004, amendments required the states to offer mediation as a dispute resolution option for parents and school districts (NDCCD, 2010). If this mediation fails, IDEA provides for impartial due process hearing officers who conduct the proceedings. Attorneys are then generally brought into the picture and this is when the process becomes very expensive for school districts and the parents.

The frustrations and anxieties caused by lawsuits related to special education affect all of those involved in different ways. There are the feelings of helplessness, loss of control, and the inability to influence the course of events. The school district also believes that it will probably cost more to win than to settle. Although superintendents are rarely on the front lines of special education disagreements, their frustrations with the process can be as strong as those of the classroom teacher who spends several hours on the witness stand explaining and defending a three-year old IEP (Johnson, 2003). This is one of the reasons the teacher shortage is particularly acute in special education. School teachers are overwhelmed with ever-increasing demands on their time, attention, and resources (Johnson, 2002). Special education teachers have all these demands plus an enormous amount of paperwork, the stress of trying to please both parents and the school, and a fear that they might do something which might result in participating in a due process hearing. Parents, on the other hand, want the best for their child and are not able to realize that the school might be acting in the child’s best interests. Special education is not more important to the success of the overall educational endeavor than are other programs, but when evaluated from a risk management perspective, special education compliance issues loom larger than most (Johnson, 2003).

Mediation as a Tool

Mediation offers parties a risk-free, non-binding opportunity to settle disputes in a confidential, timely, creative way, by utilizing the services of an experienced mediator with subject matter expertise (Levine, 2010). A mediator cannot impose the mediator's own judgment on the issues of the participants. In special education mediation in Texas neither party pays the mediator for mediation.

Although each case is unique, general statistics from a wide range of forums indicate that mediation resolves over 70 per cent of disputes either in full or in partial agreement (American Bar Association). In Arkansas a survey indicated that 6 percent of the circuit judges surveyed consider mediation a useful tool, while 48 percent of the disputing parties in the Arkansas Access and Visitation Mediation Program reached full agreements, 6.4 percent reached partial agreements, and 70 percent stated that they were satisfied with the agreement they reached in mediation (Mashburn, 2002).

In his dissertation, Michael Opunda (1997) writes:

Mediation had previously been available only at the discretion of the state and is referenced in a note in the 1993 version of the Federal Special Education Regulations at 34 C.F.R.300.506. The 1997 expansion to the IDEA at 20 U.S.C. 1415(e) and the implementing regulations issued March 12, 1999 by the U. S. Department of Education of 34 C. F. R., now require the state education agencies to offer mediation to resolve disputes between parents and public schools. Thirty-nine states had implemented a mediation process prior to the 1997 IDEA Amendments (p.13).

Three of the remaining 11 states were reported by Ahearn (1994) to be actively involved in the development of mediation projects.

The tremendous financial, temporal, and emotional costs of due process have inspired parents, advocates, and educators to seek alternative avenues to resolve special education disputes (Feinburg, 2002). By the 1990's a variety of dispute resolution procedures were being used to address the problems associated with due process hearings, with mediation emerging as the process most frequently recommended (Ahearn, 1994). Mediation not only offers an informal, effective way to resolve differences, but it also focuses primarily on either issues specific to a student's educational services or it may address communication issues that affect the working relationship of parents and educators (North Dakota Dept. of Public Instruction, 2001). This is a shift away from formal litigation to a process that could invite collaboration and resolve conflicts in a much less adversarial relationship. In the article *Styles of Mediation: Facilitative, Evaluative and Transformational Mediation*, Z. Zumeta states that mediation:

- Affords the participants a structured opportunity to meet and voice concerns and to work collaboratively to create a mutually satisfactory agreement;
- Empowers the participants to explore issues, make decisions, and offer solutions;
- Offers a voluntary process for mutual problem solving without blame or determining fault;
- Provides a confidential process to all participants; and
- Emphasizes communication and creative problem solving by mediator to assist the participants in defining their problems, interests, and resolving their conflicts together (2000).

Mediation allows for both the school and the parent to come to the table to address their grievances, thereby creating resolutions that are reached through non-legal arenas. The federal government included mediation in IDEA because it is generally believed to be less stressful than formal proceedings, less time consuming, and can improve relationships between educators and parents, while helping to envision alternatives to preconceived positions ("Dispute resolution in special education mediation", 2001).

The Progression of Civil Mediation in Texas

In 1983, the Texas Legislature passed Chapter 152 of the Civil Practice and Remedies Code to provide for the establishment and funding of alternative dispute resolution systems in civil matters. In 1987 Chapter 154 of the Civil Practice and Remedies Code was passed by the Legislature in order to direct all state courts, both trial and appellate, to encourage the peaceable resolution of civil disputes and the early settlement of pending litigation (TDRC, p.12). This resulted in more cases being referred for mediation and has continued to be amended in several legislative sessions.

Mediation is used in helping disputing parties reach a resolution in divorce, family law, corporate disputes, contracts, small business relationships, employment matters, real estate, educational decisions, etc. If the parties reach an agreement, the mediators write a "Rule 11 Agreement (Texas Rules of Civil Procedure, 2010). Once this resolution is signed by both parties, it is filed with the court as a formal and final document that is binding and irrevocable.

The Special Education Mediation Process

If parents disagree with the program recommendations of the school, IDEA has developed a two-step process to resolve disputes. Parents must notify the district in a clear and concise manner the reasons for the rejection of the IEP recommendation ("Impartial/Hearing Mediation", n.d.). This must be given in writing within 30 days of receipt of the program recommendation. The 1997 amendments to IDEA require that states offer mediation as a dispute resolution option for parents and school districts. If mediation fails or is bypassed, IDEA's dispute resolution structure has impartial due process hearing officers who conduct formal hearings (IDEA, 1997).

A substantial number of states have developed successful mediation systems to resolve special education disputes ("Evidence that Mediation Works", 1997). Half the states provide a two-tier structure: initial due process hearings and a second tier of state-level administrative review (Robinett, 1993). If either side exhaust proceedings, it may file a civil lawsuit in state or federal court (Newcomer & Zirkel, 1999). All 50 states participated in a Consortium for Appropriate Dispute Resolution in Special Education (CADRE) mediation survey which asked "at what point in a special education disagreement did their state department of education offered mediation" (CADRE, 1997). The four possibilities included:

- As required in conjunction with the filing of a due process hearing;
- In connection with the filing of a state complaint;
- Anytime parents or school districts request mediation; and
- When the state education agency learns of a problem, but before a formal complaint is filed (p.2).

The TEA includes all the possible choices in options for parents who are considering litigation, but at this point in time the mediation process is not always used to resolve disputes before they escalate into a legal struggle.

Special education mediation is voluntary, confidential, and provided at no cost to either party. The role of the state-employed mediator is to help both sides respectfully discuss issues and solve differences through problem solving in order to develop alternative actions which would be agreeable to both parties. Mashburn (2002) states that the mediation process will aid in establishing or maintaining a trusting relationship between the two parties because it allows them appreciate one another's perspectives.

Many researchers believe that mediation can be a vehicle for empowering communities and encouraging positive social change within communities (Schwerin, 1995). This is done through encouraging the stakeholders to have one-on-one conversations, group dialogues and educational planning, global problem-solving skills, and reflections. If this type of effective decision making and development of trust is possible, the parents and schools may develop a strong sense of community, and learn how to use their collective power to make decisions in the best interest of the son or daughter/student. The integration would allow the empowered school staff and parents to have an authentic voice in decision making as opposed to merely advisory, symbolic, or token forms of participation (Manring, 1994).

Summary of Chapter Two

Peter Wright (2001) likens special education lawsuits to messy divorce cases by stating “in both situations there are people on either side who feel angry and betrayed” (p.1). Since the passage of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, institutions have been engaged in an ongoing effort to establish precisely how to balance the rights of students with disabilities with those of resources and obligations (Simon, 2000). Public schools adhering to the myriad obligations imposed by IDEA require a sustained, coordinated and comprehensive effort from the staff (Johnson, 2003). It is a challenge to meet the requirements of the law and keep parents and students satisfied. There is no blanket fix to setting things right with parents and school districts. Both have to work together to focus attention on what is best for the student, although this can be lost in the idea of “fairness” for all of the participants. The bad news is that special education lawsuits are not disappearing, but a dose of common sense and a case-by-case review will go a long way toward ensuring both compliance with the laws and the meaningful participation of students with disabilities (Simon, 2000). As a proponent of IDEA, Senator Stafford commented: “It is part of the rhythm of life in this country, an unconscious assumption, that our children will be educated. So it should be for the handicapped child and his parents. It should not be, for them, a court battle” (Winnick, 1987).

CHAPTER THREE

METHODOLOGY

Datnow et.al. (2007) observed: “If you don’t examine the data and look deeply at the root causes, you might just be solving the wrong problem or addressing the problem in the wrong way. And in the end, that won’t help the students” (p. 27). In the area of special education, little research exist to document which variables increase or decrease the requests for mediation. This study reports any influences which might have a relationship with a request for special education mediations. The study relates the perceptions of special education directors’ experiences with mediations that ended in non-agreement. Aside from the overarching goal of increasing student achievement through purposeful planning, the data in this study can be used towards many ends. It will be beneficial for school administrators to be aware of the factors that influence the likelihood of a district becoming involved in special education mediation. This information will provide administrators the opportunity to take proactive measures to address the variables and decrease the risk of becoming involved in mediation. These data will also be used to help decrease the number of mediations and due process hearings through the development of trust between parents and schools, to provide instructive staff development, and to construct appropriate programming for students through the use of this research.

Research Questions

Central Question

What factors, if any, distinguish districts involved in mediations in terms of Texas School district types, economic status, Texas accountability ratings, special education Disability classifications, and alleged violated special education regulations?

Sub-questions

This study researched the variables in order to determine the relationship, if any, between the frequency of mediation and each factor. The following specific research questions were answered through data collection and statistical analysis:

1. What is the relationship, if any, between the Texas School District Types (Major Urban, Major Suburban, Rural, Other Central City, Other Central City Suburban, Charter School, or Independent Town, to the number of special education mediations?

This question was based upon the work of A. Besinaiz (2009), who did research on the frequency of special education due process hearings by geographical regions. In order to narrow the research even further to include size and type, this study investigated the number of mediations held in each Texas School District Type.

2. What is the relationship, if any, between the percentage of economically disadvantaged students in the School District Type and the number of mediations?

A 2006 study by C. Cooper found that academic expectations were positively related to parental involvement and there was an increase of expectations associated non-poor families. This led the researcher to question if there was an association between economically disadvantaged students and the frequency of mediations. The lack of high expectations might also mean a lack of interest in pursuing more academic services for their children.

3. What is the relationship, if any, between a school district's Academic Excellence Indicator System rating and the number of mediations?

This question was based on the work of D. C. Clarke (2001). Clarke's study was designed to determine if differences might exist between dropout rate, attendance rate, and grade point

average. This led the researcher to question if there might be a relationship between dropout rate, attendance rate, and state testing scores to the number of mediations held in a school district.

4. What are the rates of the handicapping conditions/special education disabilities as to the number of state-wide requests for mediation?

S. Yocom (2010) completed a study which examined the categories of disabilities and disputes common to special education hearings between the years 2006-2008. It was found that autism had the highest number of due process cases. This research compared the number of mediations to the categories of disabilities in order to determine which classification had the highest representation.

The following questions will be answered by a structured questionnaire completed by districts involved in unsuccessful mediations:

5. According to the special education director working in the district with a mediation that resulted in non-agreement, what was the explanation for the failure of the mediation?

Marcil and Thornton (2008) wrote an article for the North Dakota Law Review discussing the fifteen most common reasons that mediations are unsuccessful. Their study encompassed all types of failed mediations, while this research investigated the failure of special education mediation and the progression to due process.

6. Did the district make any systemic changes to policy or programming as a result of the unsuccessful mediation, i.e. staff development, programming, staffing, curriculum, behavior intervention, et cetera?

Duff (2001) wrote an article entitled “How Special Education Policy Affects Districts”. This article investigated costs involved in litigation and whether it was actually better to accommodate parents than face a due process. The article studied the cost of due process vs. programming costs. This study researched changes or additions in programming as a result of mediation that might help reduce litigation.

7. If the mediation ended in non-agreement, had the staff been provided any workshops or trainings on the problem prior to the request for mediation?

In 2008 Kight researched the relationship of training and experience of educators and their attitudes towards inclusion. This researcher investigated special education training which teachers had prior to mediation.

8. Although there was an issue that ended in non-agreement, did the Director perceive that anything constructive was gained by the mediation process? If so, what?

A study by J. Schrag and H. Schrag (2004) found mixed results regarding the effectiveness of mediation on resolving parent and school issues, mainly based on the lack of follow-up on the mediated issues. This researcher focused on mediations conducted by trained mediators who then monitored the agreed upon issues.

9. If the mediation ended in non-agreement with the outcome did the issue progress to due process?

10. Which special education issue is more likely to progress from mediation to due process?

Yeager, Vela, Fiese, and Collavo (2006) analyzed the increase in special education complaints resulting in litigation. The focus or cause of the school/parental disagreements was a portion of their work, which was further researched by this study.

Research Methodology

A mixed method research design was utilized for this study. The basis for employing this design is generally described as a method to expand the scope or breadth of research to offset the weakness of either approach alone (Blake 1989; Greene, Caracelli, & Graham, 1989; Rossman & Wilson 1991). A sequential mixed methods data collection strategy will involve collecting data in an iterative process where the data collected in one phase contributes to the data collected in the next (Creswell & Clark, 2007:121). Mixed method was used in order to perform a quantitative data analysis of Texas Education Agency documents and an examination of the structured questionnaires completed by special education directors working in districts that had mediations which did not end in agreement. The quantitative component of the study entailed a non-experimental research design. In accordance with this design, the study did not involve the implementation of a particular intervention and a control group was not included. Rather, the study examined data and factors associated with school districts involved in special education mediations. The qualitative component of this study was a descriptive analysis of the special education directors' perceptions and attitudes toward the mediation process. Mixed method design was applied so that both components of data analysis could be utilized to provide a comprehensive study on the variables which effected mediation and those consequences to special education.

This descriptive research will utilize a document review, a structured e-mail questionnaire, and phone calls. James P. Key (1997) defined descriptive research as being used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. Descriptive research classifies phenomena

and allows for explanations and predictions when the elements are combined (Babbie, 1989).

Key further stated that the methods included range from the survey describing the status quo; the correlation study which investigates the relationship between variables; and developmental studies seeking to determine changes over time (1997). Descriptive research is used when the objective is to provide a systematic, factual, and accurate description. It provides the number of times something occurs, or frequency, lends itself to statistical calculations such as determining the average number of occurrences or central tendencies (Joppe, 2000). The goal of the research was to incorporate both facets of data analysis in order to provide a comprehensive examination of the special education mediation process in Texas.

Data

Quantitative Methods

The interpretation and analyses of the data rely on descriptive statistics and advanced correlation methods such as multiple regression (both linear and logistic). After the data are collected, this study reports the frequency and percentages for the variables. The frequency was expressed as the actual number that occurs for each type of mediation. There was also a frequency count for the number of mediations which progressed to due process. Variables and models were identified through traditional statistical means.

Data Collection

Mediation dockets, issue summary documents, disability categories, economically disadvantaged ratings, school directories, school district types, and academic indicators for all of the school districts involved in mediations were included in the information requested from TEA. Data for the years 2005-06, 2006-07, and 2007-08 were gathered from all of the sources and compiled to answer each question individually. Hypotheses were developed from the data to

determine answers to the researcher's questions. Data were gathered from the Due Process section of the TEA website to determine which mediations continued to due process.

The TEA does not compile all of the data into one report which could be used to answer all of the research questions for this study. Much of the data pertinent to the research must be requested from the Texas Education Agency through the Texas Public Information Act, as there are required confidentiality issues that are addressed through redaction.

The following sources were used in this study:

1. The TEA Mediation Docket Detail Report, or Mediations by Outcome, was used to determine the results of the mediations. Information from this report includes the name of the district involved in the mediations, the date of the mediation, a redacted student name, and the outcome of the mediation. The mediation was categorized as effective, if it was documented as “agreement”. If the mediation was listed as non-agreement, it was documented as an ineffective mediation (TEA, 2011). (see Appendix A)
2. The TEA Mediations by Primary Disability Code will be used to determine the number of mediations for each disability. The frequency of each disability is listed with the number of mediations for that disability (TEA, 2011). (see Appendix B)
3. The Texas Economically Disadvantaged Indicator Excellence System is a directory that profiles each district. The economically disadvantages percentage category is used for this study. A student is classified as economically disadvantaged if the student is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program (TEA, 2011).

4. The TEA School Directories for the years 2006, 2007, and 2008 list the enrollment numbers of general and special education students for all of the public schools in Texas (TEA, 2011).
5. The Texas Academic Excellence Indicator System (AEIS) directory provides performance information about every public school district in Texas. The bulletin reports district accountability ratings for every school year. Included in the ratings evaluation are completion rate, dropout rate, and TAKS performance. After the state statistically formulates the three measures, a rating is given to each school district. Although school districts in Texas are not individually rank-ordered, districts are grouped according to achievement categories. These include: Exemplary; Recognized; Academically Acceptable; Academically Unacceptable; Not Rated, Other; or Not Rated: Data Integrity Issues. (TEA, n.d.).
6. The TEA District Type (TEA, n.d.) report was used to gather district types. They were defined as follows:
 - a. Charter School- An independent school created by a legal charter with an express purpose of philosophy and not controlled by a school district.
 - b. Major Urban- A district is classified as major urban if it is located in a county with a population of at least 735,000, its enrollment is the largest in the county of at least 75 percent of the largest district enrollment in the county, and at least 35 percent of the enrolled students are economically disadvantaged.
 - c. Major Suburban- A district is classified as major suburban if it does not meet the criteria for major urban, if it is contiguous to a major urban district, and if its enrollment is at least 3 percent that of the contiguous major urban district or at least

- 4,500 students. It is also a major suburban district if it is located in the same county as a major urban district, it is not contiguous to a major urban district, and its enrollment is at least 15 percent of the nearest major urban district in the county.
- d. Other Central City-A district is classified as other central city if it does not meet the criteria for classification in either of the previous subcategories, it is not contiguous to a major urban district, it is located in a county with a population between 100,000 and 734,999, and its enrollment is either the largest in the county or at least 75 percent of the largest district enrollment in the county.
- e. Other Central City Suburban- A district is classified as other central city suburban if it does not meet the criteria for classification in any of the previous subcategories, it is located in a county with a population of between 100,000 and 734,999, and its enrollment is at least 15 percent of the largest district enrollment in the county. It is also an other central city suburban if it is contiguous to any other central city district, its enrollment is greater than 3 percent of the other contiguous central city district, and its enrollment exceeds the median district enrollment of 739 students for the state,
- f. Independent Town- A district is classified as an independent town if it is located in a county with a population of 25,000 to 99,999 and its enrollment is the largest in the county or greater than 75 percent of the largest district enrollment in the county.
- g. Rural- A district is classified as rural if it has an enrollment of between 300 and the median district enrollment for the state and an enrollment growth rate over the past five years of less than 20 percent or an enrollment of fewer than 300 students.

7. The State Issue Summary Report will be used to determine the alleged violations of the Texas Administrative Code that were cited when the mediation progressed to due process. (see Appendix C)

Conceptual Model

The following section detailed the dependent variables of interest and important hypothesized independent variables utilized to draw conclusions about the influence of various factors on mediations by LEA.

Dependent Variables

1. *Dependent variable: Rate of mediation for size and location of district.* This variable was developed using information from TEA to divide the number of mediations by the number of students in an LEA with an IEP for the given year. *Analysis plan:* This variable was analyzed using correlations.
2. *Dependent variable: Outcome of Mediation- Agreement or Non-Agreement.* Cancelled mediations were not analyzed. An unsuccessful mediation was defined through the use of the TEA Mediation Docket Detail Report. If the mediation was classified as “non-agreement” to the outcome of the mediation, it was considered unsuccessful by the researcher. The number of mediations (which were or were not successful) was used to determine if mediations were beneficial to resolve special education issues between parents and the school district.

Independent Variables

Independent variables:

- a) District type (size and location) was defined by the TEA District Type (2011)

- b) Economically Disadvantaged status was defined as the proportion of minority students within a given LEA as reported to TEA.
 - c) A district rating was defined by the TEA Academic Excellence Indicator System. The rating is based upon TAKS scores, Completion Rate, and Dropout Rate. The state uses required standards for the three rating categories; therefore the statistics compiled by the state are used for this research.
- d. The TEA Mediations by Primary Disability Code will be used to determine the disability category for students involved in mediations. The disability category of the students will be compared to the percentage of students in the United States with that same disability and a rate will be determined. This will be analyzed as to the number of requests for state-wide mediation in order to determine which category is most represented. Variable levels of measurement include percent distributions and means.
- e. The rate of mediation for the type of alleged violation was reported from the TEA District Summary Issues Report. This variable was developed using information from TEA to determine the number of mediations which progressed to due process for each category of regulation violations.

Qualitative Methods

In addition to the quantitative data collected and analyzed, this study collected and analyzed qualitative data. The researcher systematically looked for data which were associated with mediations. There was no hypothesis test conducted before the study that reflected the qualitative portion of this study. A set of conceptual hypotheses was developed from empirical data after the study (Glaser 1998). Specifically, the researcher solicited structured questionnaires from the special education directors employed within school districts involved in unsuccessful

mediations. The data collected from these questionnaires were analyzed by aggregate measures and reported in measured categorical variables. In order to provide a rich supplemental text to the results and to shed additional light on the findings of the quantitative analyses, data were also collected through descriptive responses and reported.

Both the unstructured and structured questions led to the identification of categories and themes relevant to this study (Creswell, 1998). These categories and themes included the qualitative method of data collection through the use of a structured questionnaire containing questions addressing:

1. The director's perception of why the mediation was unsuccessful;
2. Any systematic changes to the district programs or processes;
3. Staff trainings on the mediated issue;
4. Possible constructive elements gained by the process;
5. If the unresolved issue progressed to due process or was the complaint not filed; and
6. The nature of the disputes progressing from mediation to due process.

All information received from the Directors was confidential. Further details of the results of these analyses are provided in the final chapters of this research, so that the information can be made available to all administrators in Texas.

Qualitative data were gathered for the purpose of summarizing, organizing, and simplifying the data (Gravetter & Wallnau, 2000). If a significant number of questionnaires were not completed, another letter and link to Survey Monkey was e-mailed. The responses to the questionnaires were used to determine special education directors' opinions on the precursors, processes and results of the mediation. Answers were aggregated into classifications and constructs were developed from the data to determine answers to the researcher's questions.

All information received from the Directors is confidential. As the questionnaires were completed in Survey Monkey, the responders remained anonymous. All responses came through the on-line data collection system and were tallied, therefore ensuring confidentiality and integrity of the research.

Population Sample

All public school districts in Texas that were involved in special education mediation during the years 2006-2008 participated in this research.

Delimitations of the Study

Delimitations are limitations which the researcher imposes upon the researcher's own study. This researcher limited the study to all school districts in Texas involved in special education mediations from 2006 through 2008, so this might not be representative of all years.

Limitations of the Study

One limitation of this research was the gathering of data using a structured questionnaire. The ability of the special education directors to respond with accurate and impartial response was a concern. A higher questionnaire response rate would enhance the validity of the study results.

Another difficulty encountered by the researcher was the lack of e-mail addresses and names of the special education directors on the district web sites. There is so much controversy and litigation in the districts that many special education directors no longer publish names and contact information on their websites. As a special education director, this researcher was allowed by the Texas Council of Administrators of Special Education to use a directory developed for their members. This directory is not available to the public because of the problematic parents attempting to contact special education directors directly instead of following the district chain of command.

Instrumentation

To conduct this study, data were collected using two methods. The quantitative part of the study utilized a document analysis as a means of analytically and consistently reviewing data from the Texas Education Agency. These data were gathered from each reference and charted into categories (see Appendix D). A copy of all of data received from the Texas Education Agency is included in the Appendix. The second part of the study utilized a structured questionnaire developed by the researcher and checked for validity by Dr. Samuel Echevarria, a statistician for the University of Texas and a professor at Austin Community College (see Appendix E). A letter to the directors explaining the request and the structured questionnaire is included in Appendix F.

Question, answer choices, and design for the questionnaire were selected based on mediation research completed by the researcher. There are five research-based questions which required the following type of answers:

1. An open-ended question was provided to answer the question addressing the level of productivity of the mediation. The directors were asked if it was a constructive meeting and, if so, to explain in a narrative what elements made it productive. Answers were reported through descriptive analysis. All answers are included in the study and organized into themes Creswell, 1998).
2. In order to answer the question concerning which special education regulation is more likely to go to mediation, special education directors were provided with a list of issues which were taken from the Texas State Issue Summary Report. This report included a list of all issues that have been mediated in the state of Texas. The issues were listed in a

multiple-choice format so directors could choose an answer which best fit their respective situation.

3. The special education directors were given multiple-choice answers from which to choose in order to answer the question concerning the failure to mediate. These answers were chosen from an article published in the North Dakota Law Review entitled "Avoiding Pitfalls: Common Reasons for Mediation Failure and Solutions for Success". The authors of this article researched the most common reasons for the failure of mediations and the reason they found are relevant to this research (2001). The answers were categorized and tallied.
4. A simple scale of "no training", "some training", or "fully trained" was used to determine the level of staff training on a mediated issue.
5. Seven choices were given to answer the question concerning systematic changes which might have occurred after the mediation ended in non-agreement, along with Other, where the directors could voice their own changes. Answers were reported and organized according to categories, such as curriculum, behavior, staff development, programming, etc.
6. A simple "yes" or "no" response was used for the questions concerning the progression to due process. The questions were tallied for analysis. If the answer was 'yes', the director was instructed to proceed to the next question.
7. In order to answer the question of concerning which issue progressed from mediation to due process, the special education directors were given multiple-choice selections which were gathered from the Texas State Issue Summary report. This report lists all issues

which have been taken to due process, therefore all possible choices for the failure to mediate were included in this study.

This web-based Structured Questionnaire (Appendix F) was disseminated to all special education directors in Texas who participated in mediations that were deemed unsuccessful. The questions were based on a review of the literature pertaining to the purpose and development of mediations required under IDEA. Survey Monkey was utilized for easy accessibility for the special education directors.

To check the validity of the questionnaire, the researcher conducted a pilot study of five randomly selected special education directors. After the results were compiled, Dr. Samuel Echevarria again assisted the researcher in verifying instrument validity and determining if the preliminary results were relevant to the research.

Role of the Researcher

The researcher in this study is a doctoral student in Cohort V in the Educational Leadership program at The University of Montana-Missoula. This researcher resides in Texas and is employed as a special education director. As required by the state of Texas, the researcher has also completed the 40 hour mediation training provided by the Austin Conflict Resolution Center. Therefore, the researcher is interested in this study as she has a unique understanding in the field of special education and mediation. Although there may tend to be researcher bias caused by the job field and the topic, this researcher believes she is unbiased and objective in this study. This researcher works primarily as liaison between the parents and the school district, therefore eliminating some predisposition on either side.

Summary of Chapter Three

In her dissertation Siler stated:

The implications of a study focusing on using data to inform administrators are huge. The data will be consolidated so that the involved parties can use it to concentrate on executing procedures which will limit litigation, increase efficacy and efficiency of staff. The use of the data within the schools districts will ensure that students have an opportunity to succeed, the school staff will be more informed, and parents and districts will become more trusting of one another and not be forced to waste time/resources looking for reactive "band-aids" rather than proactive, research-based strategies. (2009)

Analysis of Special Education Mediations in Texas, 2006-08 examined the special education mediation process in Texas. Data were taken from the Texas Education Agency and individual district websites to ascertain correlations between mediations and varying factors. Perceptions of special education directors regarding the IDEA required mediation process and theories concerning ineffective mediations were also used to determine the efficacy of the mediation process. The results of the analysis of data concerning relationships of district characteristics and constant variables can be used to determine the likelihood of a district becoming involved in mediation, while allowing the district to make informed programming decisions and staff development training concerning special education.

CHAPTER FOUR

RESULTS

The primary purpose of this research was to analyze what factors are associated with special education mediations in Texas school districts. Specifically, it focused on mediations during the years 2006-2008. Variables were examined that might influence the frequency of mediations in an attempt to determine the effectiveness of mediation in resolving disputes between parents of special education students and school districts.

A mixed method research design was used for this study in order to collect and quantitatively analyze data from the Texas Education Agency and then expand on the scope of the data by qualitatively examining the questionnaires completed by special education directors working in districts that participated in mediations not reaching agreement. Both components of the study will be utilized to provide data to school districts regarding the effectiveness of mediation as an alternative to due process hearings. Secondly, the information could be used to provide school districts with insight on what factors increase the likelihood of special education mediation or a progression toward due process.

Analyses of Data

This study examined the variables in order to determine the relationship, if any, between the frequency of mediation and each factor. The research questions address the following issues:

1. The demographic characteristics of districts involved in mediations;
2. The percentage of economically disadvantaged students in School District Types involved in mediations;
3. The Academic Excellence Indicator system rating of each school district involved in mediations;

4. The rate of the Special Education disability of students in a district involved in mediation;
5. The explanation of the failure to mediate;
6. Changes in the district that might have taken place due to the district mediation;
7. The level of training the staff had been provide prior to mediation;
8. Constructive elements which might have been gained by the mediation process;
9. The progression to due process in an unsuccessful mediation; and
10. Issues for which mediations were requested.

The results of the analysis of data were gathered both qualitatively and quantitatively.

Questions one through four were answered through data collection and statistical analysis (Appendix G). The information gleaned from the analysis of this data was used to determine participants for the second part of the study. The participants included all districts involved in mediations that were unsuccessful. Questions five through ten were answered by a structured questionnaire completed by special education directors in those districts involved in unsuccessful mediations. The qualitative data was then analyzed in order to identify categories and themes relevant to unsuccessful mediations.

Part One: Quantitative Analysis of TEA Data

Figure 1 represents the gathered data on mediation outcomes for the entire period of this investigation (2006-2008) as well as for each year individually. The outcomes recorded for this study include the following three: Agreed to mediation (Agree), Did not agree to mediation (Non-Agree) and those who Canceled. Overall, we see that 612 cases were gathered. Of those 612 total cases over this three-year period, 68 percent resulted in mediation agreement. For the

other two outcomes, we find that 22 percent resulted in non-agreement and 10 percent in cancelation.

Figure 1: Mediation Outcome by Year

Outcome	2006	2007	2008	Total
Agree	72%	67%	66%	68%
Non-Agree	18%	24%	23%	22%
Cancel	10%	9%	11%	10%
Total	28%	31%	41%	100%
N	170	189	253	

As we turn to the data by year, it is first noted that the increase in overall cases fall into one of three outcomes. In 2006, 170 cases were identified. This number rose to 189 in 2007 and 253 in 2008. The increase from 2006 to 2007 was 11 percent while the increase from 2007 to 2008 was 34 percent. Over this three-year period there is a 43 percent increase in identified cases. When noting trends by year, small changes can be witnessed over this study period. There is a slight reduction on the percentages of cases that result in agreement over this study period, with 72 percent of cases ending in agreement in 2006, 67 percent of cases ending in agreement in 2007 and finally 66 percent of cases resulting in agreement in 2008. This decrease in the proportion of cases ending in agreement is complimented by an increase of cases that end in non-agreement. In 2006, 18 percent of cases ended in non-agreement, while 24 percent and 23 percent ended in non-agreement in 2007 and 2008, respectively. There seems to be little to no trend noted in the rate of cases that ended in canceled status, with 10 percent of cases in 2006 ending in this state and 9 percent and 11 percent ending for 2007 and 2008, respectively.

Demographic Characteristics of Districts Involved in Mediations

Figure 2 illustrates data on the demographic characteristics of districts involved in mediations. In order to determine if demographic characteristics indicated the likelihood of a district's involvement in mediations, names and locations of all the districts involved in mediations was gathered from the Texas Education Agency Mediation Docket Detail Report or Mediations by Outcome for the three years. The Texas Education Agency District Type document was then used to determine the label for each district. Of the total 612 mediations reviewed, Major Suburban Towns had the highest percentage of mediations with 27 percent, while Other Central Cities had 20.2 percent and Major Urban Towns had 17.3 percent. The Non-Metro Stable and Non-Metro Fast Grow categories were so small that they were collapsed into one category in order to facilitate meaningful discussions. This new category entitled Non-Metro held 11.8 percent of the mediations. Other Central City had 10.9 percent of the mediations, Independent Towns had 5.7 percent, and Rural held 4.9 percent. The data shows that the Major Suburban Areas had the largest (27) percentage of mediations during the three year period, while Charter Schools had the lowest (2.1 percent).

Figure 2: Texas School District Types Total Mediations

loc2	Year			
	2006	2007	2008	Total
Charter	2	2	9	13
	0.33	0.33	1.47	2.12
	1.17	1.06	3.56	
Ind. Town	6	17	12	35
	0.98	2.77	1.96	5.71
	3.51	8.99	4.74	
Major Suburb	52	58	56	166
	8.48	9.46	9.14	27.08
	30.41	30.69	22.13	
Major Urban	36	32	38	106
	5.87	5.22	6.2	17.29
	21.05	16.93	15.02	
Non Metro	21	25	26	72
	3.43	4.08	4.24	11.75
	12.28	13.23	10.28	
Other CenCity	22	27	75	124
	3.59	4.4	12.23	20.23
	12.87	14.29	29.64	
OCC Suburb	22	21	24	67
	3.59	3.43	3.92	10.93
	12.87	11.11	9.49	
Rural	10	7	13	30
	1.63	1.14	2.12	4.89
	5.85	3.7	5.14	
Total	171	189	253	613
	27.9	30.83	41.27	100

Figures 3.0, 3.1, 3.2, and 3.3 enumerate the demographic characteristics of frequency and percent as to agree, non-agree, cancellation, and total. Figure 3.0 shows the total of locations by outcomes for the three years. Specifically, Charter Schools show a total of thirteen mediations for the three years. Six mediations, or 46.15 percent, ended in agreement; seven, or 53.85 percent, ended in disagreement; and none were cancelled. Independent Towns show a total of 35 mediations. Twenty-five, or 71.43 percent, ended in agreement; seven, or 20 percent, ended in disagreement; and three, or 8.57 percent, were cancelled. Major Suburban Areas show a total of 165 mediations. One hundred two, or 61.82 percent, ended in agreement; 42, or 25.45 percent, ended in disagreement; and 21, or 12.73 percent, were cancelled. Major Urban Areas show 106 mediations. Sixty-three, or 59.43 percent, ended in agreement; 33, or 31.13 percent, ended in disagreement; and 10, or 9.45 percent, were cancelled. Non-metro Towns had a total of 72 mediations. Fifty-four, or 75 percent, ended in agreement; ten, or 13.89 percent, ended in disagreement; and eight, or 11.11 percent, were cancelled. Other Central Cities had a total of 124 mediations. One hundred three, or 83.06 percent, ended in agreement; 14, or 11.29 percent, ended in disagreement; and seven, or 5.65 percent, were cancelled. Other Central City Suburbs had 67 mediations. Forty-four, or 65.67 percent, ended in agreement; 14, or 20.9 percent, ended in disagreement; and nine, or 13.43 percent, were cancelled. Rural towns had 30 mediations. Eighteen, or 60 percent, ended in agreement; 8, or 26.67 percent, ended in disagreement; and four, or 13.33 percent, were cancelled. For the total 610 mediations, 415, or 67.81 percent, ended in agreement; 135, or 22.06 percent, ended in disagreement; and 62, or 10.13 percent, were cancelled. Charter Schools showed an increase in mediation participation by 29 percent. Other Central City showed an increase of 42 percent for the three years, while the rest of the district categories remained fairly stable.

Figure 3.0: District Types by Outcomes

Figure 3.0 of Local by Outcome				
loc2	2006-2008			
	Agree	Non-Ag	Cancel	Total
Charter	6	7	0	13
	0.98	1.14	0	2.12
	46.15	53.85	0	
Ind. Town	25	7	3	35
	4.08	1.14	0.49	5.72
	71.43	20	8.57	
Major Suburb	102	42	21	165
	16.67	6.86	3.43	25.45
	61.82	25.45	12.73	
Major Urban	63	33	10	106
	10.29	5.39	1.63	17.32
	59.43	31.13	9.43	
Non Metro	54	10	8	72
	8.82	1.63	1.31	11.76
	75	13.89	11.11	
Other CenCity	103	14	7	124
	16.83	2.29	1.14	20.26
	83.06	11.29	5.65	
OCC Suburb	44	14	9	67
	7.19	2.29	1.47	10.95
	65.67	20.9	13.43	
Rural	18	8	4	30
	2.94	1.31	0.65	4.9
	60	26.67	13.33	
Total	415	135	62	612
	67.81	22.06	10.13	100
Frequency Missing = 1				

Figure 3.1: Texas School District Types by Outcome

Figure 3.1 of Location by Outcome				
Controlling for year=2006				
loc2	Outcome			
	Agree	Non-Ag	Cancel	Total
Charter	1	1	0	2
	0.59	0.59	0	1.18
	50	50	0	
Ind. Town	5	1	0	6
	2.94	0.59	0	3.53
	83.33	16.67	0	
Major Suburb	35	12	4	51
	20.59	7.06	2.35	30
	68.63	23.53	7.84	
Major Urban	24	7	5	36
	14.12	4.12	2.94	21.18
	66.67	19.44	13.89	
Non Metro	17	2	2	21
	10	1.18	1.18	12.35
	80.95	9.52	9.52	
Other CenCity	20	0	2	22
	11.76	0	1.18	12.94
	90.91	0	9.09	
OCC Suburb	15	5	2	22
	8.82	2.94	1.18	12.94
	68.18	22.73	9.09	
Rural	5	3	2	10
	2.94	1.76	1.18	5.88
	50	30	20	
Total	122	31	17	170
	71.76	18.24	10	100
Frequency Missing = 1				

Figure 3.2: Texas School District Types by Outcome

Figure 3.2 of Location by Outcome				
Controlling for year=2007				
loc2	Outcome			
	Agree	Non-Ag	Cancel	Total
Charter	1	1	0	2
	0.53	0.53	0	1.06
	50	50	0	
Ind. Town	13	3	1	17
	6.88	1.59	0.53	8.99
	76.47	17.65	5.88	
Major Suburb	36	17	5	58
	19.05	8.99	2.65	30.69
	62.07	29.31	8.62	
Major Urban	16	13	3	32
	8.47	6.88	1.59	16.93
	50	40.63	9.38	
Non Metro	18	4	3	25
	9.52	2.12	1.59	13.23
	72	16	12	
Other CenCity	22	3	2	27
	11.64	1.59	1.06	14.29
	81.48	11.11	7.41	
OCC Suburb	14	4	3	21
	7.41	2.12	1.59	11.11
	66.67	19.05	14.29	
Rural	6	1	0	7
	3.17	0.53	0	3.7
	85.71	14.29	0	
Total	126	46	17	189
	66.67	24.34	8.99	100

Figure 3.3: Texas School District Types by Outcome

Figure 3.3 of location by Outcome				
Controlling for year=2008				
loc2	Outcome			
	Agree	Non-Ag	Cancel	Total
Charter	4	5	0	9
	1.58	1.98	0	3.56
	44.44	55.56	0	
Ind. Town	7	3	2	12
	2.77	1.19	0.79	4.74
	58.33	25	16.67	
Major Suburb	31	13	12	56
	12.25	5.14	4.74	22.13
	55.36	23.21	21.43	
Major Urban	23	13	2	38
	9.09	5.14	0.79	15.02
	60.53	34.21	5.26	
Non Metro	19	4	3	26
	7.51	1.58	1.19	10.28
	73.08	15.38	11.54	
Other CenCity	61	11	3	75
	24.11	4.35	1.19	29.64
	81.33	14.67	4	
OCC Suburb	15	5	4	24
	5.93	1.98	1.58	9.49
	62.5	20.83	16.67	
Rural	7	4	2	13
	2.77	1.58	0.79	5.14
	53.85	30.77	15.38	
Total	167	58	28	253
	66.01	22.92	11.07	100

Economically Disadvantaged District Types Involved in Mediations

In answering the question concerning the relationship between economically disadvantaged districts and incidence of mediation, several steps were taken to determine the economic disadvantaged status of the district. Texas Economically Disadvantaged Indicator Excellence System was used to determine the percentage of economic disability of the district and reported.

Then each district was organized by district type using the Texas Education Agency District Type and a rate was determined by averaging for each type. Figure 4 reports the district type percent of economic disadvantage. The data include the number of special education students, the number of economic disadvantaged students, and the total number of students in the district type.

Figure 4: District Type Percent of Economic Disadvantage

Loc	N Obs	Variable	N	Mean	Sum	RATE (100)
Charter	13	sped	11	0.0776713	0.8543845	7.8
		ecodis	13	0.4975692	6.4684	49.8
		stud	13	503.9230769	6551	
Independent Town	35	sped	35	0.1101892	3.8566218	11.0
		ecodis	35	0.6135086	21.4728	61.4
		stud	35	5965.91	208807	
Major Suburban	166	sped	166	0.096524	16.022989	9.7
		ecodis	166	0.3162922	52.5045	31.6
		stud	166	32336.21	5367811	
Major Urban	106	sped	106	0.1049421	11.1238658	10.5
		ecodis	106	0.6273755	66.5018	62.7
		stud	106	91071.83	9653614	
Non-Metro (All)	72	sped	72	0.119911	8.6335905	12.0
		ecodis	72	0.4634444	33.368	46.3
		stud	72	3562.01	256465	
Other Central City	124	sped	124	0.1177696	14.6034265	11.8
		ecodis	124	0.6808484	84.4252	68.1
		stud	124	34548.56	4284021	
Other Central City Suburban	67	sped	66	0.1177375	7.7706762	11.8
		ecodis	66	0.5025439	33.1679	50.3
		stud	66	6588.15	434818	
Rural	30	sped	29	0.1299361	3.7681473	13.0
		ecodis	29	0.4742069	13.752	47.4
		stud	29	1169.45	33914	

Figure 5 breaks the variables into the three years, including district type, number of mediations, and outcome. In 2006, 122 cases in economically disadvantaged districts came to agreement in mediations; 31 cases disagreed; and 17 cases were cancelled. In 2007, 126 cases agreed in mediation; 46 disagreed; and 17 were cancelled. In 2008, 167 cases reached agreement, 58 disagreed, and 28 were cancelled. This is a total of 415 agreements (68 percent), 135 (22 percent), and 62 cancelled (10 percent). The mediations held in economically

disadvantaged districts were 72 percent agree, 18 percent disagree, and 10 percent cancelled.

The percentage agree to non-agree is approximately the same as the category of all mediations (agree/disagree), which was 68 percent in agreement; 22 percent disagree; and 10 percent cancelled.

Figure 5: Economic Disadvantaged Analysis Variables

Analysis Variable : ecodis					
Year	loc2	Outcome	N Obs	N	Mean
2005	Charter	Agree	1	1	0.751
		NonAg	1	1	0.056
	IndTwn	Agree	5	5	0.5864
		NonAg	1	1	0.597
	MajSub	Agree	35	35	0.3896571
		NonAg	12	12	0.3016667
		Canc	4	4	0.3425
	MajUrb	Agree	24	24	0.592
		NonAg	7	7	0.5574286
		Canc	5	5	0.567
	NonMet	Agree	17	17	0.4919412
		NonAg	2	2	0.381
		Canc	2	2	0.2155
	OCC	Agree	20	20	0.53655
		Canc	2	2	0.4385
		Agree	15	15	0.5891333
	OCCSub	NonAg	5	5	0.325
		Canc	2	2	0.3655
		Agree	5	5	0.5916
	Rural	NonAg	3	3	0.4696667
		Canc	2	2	0.593
		Agree	5	5	0.5916
2006	Charter	Agree	1	1	0.438
		NonAg	1	1	0.887
	IndTwn	Agree	13	13	0.6494615
		NonAg	3	3	0.4993333
		Canc	1	1	0.651
	MajSub	Agree	36	36	0.2876944
		NonAg	17	17	0.2522353
		Canc	5	5	0.2944

	MajUrb	Agree	16	16	0.641375
		NonAg	13	13	0.6646154
		Canc	3	3	0.665
	NonMet	Agree	18	18	0.4554444
		NonAg	4	4	0.44525
		Canc	3	3	0.512
	OCC	Agree	22	22	0.71
		NonAg	3	3	0.6173333
		Canc	2	2	0.6675
	OCCSub	Agree	14	14	0.5254286
		NonAg	4	4	0.416
		Canc	3	3	0.5413333
	Rural	Agree	6	6	0.5453333
		NonAg	1	1	0.396
2007	Charter	Agree	4	4	0.5801
		NonAg	5	5	0.4032
	IndTwn	Agree	7	7	0.6192714
		NonAg	3	3	0.5909667
		Canc	2	2	0.622
	MajSub	Agree	31	31	0.2707097
		NonAg	13	13	0.3704462
		Canc	12	12	0.3393083
	MajUrb	Agree	23	23	0.6578957
		NonAg	13	13	0.6396
		Canc	2	2	0.6067
	NonMet	Agree	19	19	0.4921053
		NonAg	4	4	0.39025
		Canc	3	3	0.462
	OCC	Agree	61	61	0.7268426
		NonAg	11	11	0.7416
		Canc	3	3	0.5050667
	OCCSub	Agree	15	14	0.47185
		NonAg	5	5	0.4758
		Canc	4	4	0.5865
	Rural	Agree	7	7	0.3785714
		NonAg	4	3	0.3246667
		Canc	2	2	0.4535

Figure 6 reflects the “average percentages” for economic disadvantage. In 2005, cases that ended in agreement came from school districts with an average economic disadvantage of 51.2 percent. Cases not agreed upon came from districts where 38.6 percent of the students were economically disadvantaged. Cases that were cancelled had an economically disadvantaged population of 43.7 percent. In 2006 the districts that reached agreement had 50.8 percent of economic disadvantaged students, while non-agree districts had 45.7 percent of economically disadvantaged students and 50.1 percent in districts that cancelled. In 2007 there was an economically disadvantaged population of 56.1 percent in districts that agreed, 52.6 percent that disagreed, and 45.3 percent that cancelled.

Figure 6: Average Percentage of EcoDis of Agree, Non-Agree, Cancelled Districts

District Percentage of Eco-Disadvantage Students			
	Agree	Non-Agree	Cancel
2005	51.2 (122)	38.6 (31)	43.7% (17)
2006	50.8 (126)	45.7 (46)	50.7% (17)
2007	56.1 (167)	52.6 (57)	45.3% (28)

Figure 7 reflects totals for all cases for all the years in economically disadvantaged districts. 415 came to agreement with the outcome, 35 agreed with the outcome, and 62 were cancelled. The correlation between economic disadvantage and the number of agree and disagree is near zero ($r= 6$ percent), meaning no linear relationship.

Figure 7: Economic Variable Agree/Non-Agree

Analysis Variable : ecodis			
Outcome	N Obs	N	Mean
Agree	415	414	0.5302
Non-Agree	135	134	0.4699
Canceled	62	62	0.4655

Based on the data in Figure 8, it does seem that on average, mediations that end in agreement come from districts with a six percentage point higher economic disadvantage than cases from districts that end in non-agreement with the outcome or were canceled.

Figure 8: Economically Disadvantaged Variable

Analysis Variable : ecodis				
year	outcome	N Obs	N	Mean
2005	Agree	122	122	0.511623
	NonAg	31	31	0.3861613
	Canc	17	17	0.4370588
2006	Agree	126	126	0.5075079
	NonAg	46	46	0.4566522
	Canc	17	17	0.5066471
2007	Agree	167	166	0.5609771
	NonAg	58	57	0.5261596
	Canc	28	28	0.452975

Academic Excellence Indicator System Rating of Districts Involved in Mediations

Figure 9 shows the A.E.I.S. rating by year and the frequency and percentage of mediations.

Although the system actually has seven levels of ratings (Exemplary; Recognized; Academically Acceptable; Academically Unacceptable; Not Rated; Other; or Not Rated), only three levels were used for the sake of analysis. The smaller categories were again collapsed in order to facilitate meaningful discussions.

Figure 9: AEIS by Year

aeis	AEIS by Year			
	Year			
	2005	2006	2007	Total
Acad. Accept	128	159	204	491
	20.88	25.94	33.28	80.1
	74.85	84.13	80.63	
Recog	42	25	40	107
	6.85	4.08	6.53	17.46
	24.56	13.23	15.81	
Other	1	5	9	15
	0.16	0.82	1.47	2.45
	0.58	2.65	3.56	
Total	171	189	253	613
	27.9	30.83	41.27	100

In 2006, 128 mediations developed from districts in the Academically Acceptable range, 42 were in the Recognized range, and one was from the Other range. In 2006, 159 districts were Academically Acceptable, 25 were Recognized, 5 were Other. In 2007, 205 were Academically Acceptable, 40 Recognized, and nine were Other. This total of 491 Academically Acceptable mediations, 107 Recognized districts, and 15 were Other. Districts involved in mediations in the Academically Acceptable range increased their rate of mediation by 59 percent.

Academically Acceptable schools were 80.1 percent of all mediations for the three years.

Recognized schools were 17.46 percent; and Other were 2.45 percent.

Figure 10 shows the data for 2006. There were 337 Recognized districts; 809 Academically Acceptable districts; and 74 Other districts. This means that 16 percent of the Academically Acceptable districts were in mediation. Thirteen percent of the Recognized Districts, and one percent of the Other were in mediation.

In 2007, 920 districts were Academically Acceptable, 217 were Recognized, and 83 were Other, making 17 percent of the Academically Acceptable, 12 percent of the Recognized, and six percent in Other category districts were in mediation.

In 2008, 818 districts were Academically Acceptable, 218 Recognized, and 75 Other. Accounting for all the districts in Texas, 25 percent of the Academically Acceptable, 12 percent of the Recognized, and 12 percent in the Other category were in mediation.

An average for the three years would be 19 percent of the Academically Acceptable districts, 12 percent of the Recognized districts, and 10 percent of the Other districts in mediation.

Figure 10: Total Districts in AEIS Rated Categories

	2005-06	2006-07	2007-08
Total Number of Districts			
Recognized	337	217	329
Academically Acceptable	809	920	818
Other	74	83	75

Figure 11.1 displays the breakdown by year for AEIS and mediation outcome. In 2006 Academically Acceptable district reached agreement in 93 mediations (73.23 percent); 19 (14.96 percent) disagreed; and 15 were cancelled, for a total of 127 mediations. Recognized districts shows 28 agreements (66.67 percent); 12 (28.57 percent) disagree; and two (4.76 percent) were

cancelled, for a total of 42. The category Other had a total of one (100 percent) mediation and it ended in agreement. Therefore, 122 mediations were in agreement with the outcome, 31 were disagreements, and 17 cancelled, for a total of 170 mediations. One mediation frequency was missing in the data. In 2006 mediations with agreements decreased one percent, non-agree decreased six percent, and 23 percent of the mediations were cancelled.

Figure 11.1: AEIS by Outcome 2005-06

Figure 11.1 of AEIS by outcome				
Controlling for year=2006				
aeis2	Outcome			
	Agree	Non-Ag	Cancel	Total
Acad. Accept	93	19	15	127
	54.71	11.18	8.82	74.71
	73.23	14.96	11.81	
Recog	28	12	2	42
	16.47	7.06	1.18	24.71
	66.67	28.57	4.76	
Other	1	0	0	1
	0.59	0	0	0.59
	100	0	0	
Total	122	31	17	170
	71.76	18.24	10	100
Frequency Missing = 1				

As shown in Figure 11.2 for 2006, 102, or 64.25 percent, of the Academically Acceptable districts had mediations which agreed; 40, or 25.16 percent, disagreed; and 17, or 10.69 percent, cancelled for a total of 159 mediations. Recognized districts were involved in 20 mediations, or 80 percent, were in agreement; five, or 20 percent were in disagreement; and 0 were cancelled; for a total of 25 mediations. In the Other category, 4 or 80 percent, were in agreement; 1 or 20 percent, did not agree with the outcome; and none were cancelled for a total of 5 mediations. In 2007, mediations in agreement with the outcome increased nine percent; non-agreement with the outcome decreased 20 percent, and cancelled mediations decreased by 10 percent.

Figure 11.2: AEIS by Outcome 2006-07

Figure 11.2 of AEIS by outcome				
Controlling for year=2007				
aeis2	Agree	Non-Ag	Cancel	Total
Acad. Accept	102 53.97 64.15	40 21.16 25.16	17 8.99 10.69	159 84.13
<hr/>				
Recog	20 10.58 80	5 2.65 20	0 0 0	25 13.23
Other	4 2.12 80	1 0.53 20	0 0 0	5 2.65
Total	126 66.67	46 24.34	17 8.99	189 100

Figure 11.3 shows that in 2008, 140, or 68.63 percent, of the Academically Acceptable districts had mediations which went to agreement; 41, or 20.1 percent, disagreed; and 23, or 12.27 percent, cancelled for a total of 204 mediations. Recognized districts were involved in 23 mediations with 2, or 57.5 percent, in agreement; 12, or 30 percent, in disagreement; and five, or 12.5 percent, were cancelled for a total of 40 mediations. In the Other category, four, or 44.44 percent, were in agreement; five or 55.56 percent, did not agree with mediation outcome; and none were cancelled for a total of nine mediations. There were a total of 167, or 66.01 percent, mediations in agreement; 58 or 22.92 percent, disagreements, and 28, or 11.07 percent, cancelled for a total of 253 mediations. In 2008, mediations in agreement with increased 33 percent; non-agreement decreased 26 percent; and cancelled mediations decreased by 65 percent.

Figure 11.3: AEIS by Outcome 2007-08

Figure 11.3: AEIS by outcome				
Controlling for year=2008				
aeis2	Outcome			
	Agree	Non-Ag	Cancel	Total
Acad. Accept	140	41	23	204
	55.34	16.21	9.09	80.63
	68.63	20.1	11.27	
Recog	23	12	5	40
	9.09	4.74	1.98	15.81
	57.5	30	12.5	
Other	4	5	0	9
	1.58	1.98	0	3.56
	44.44	55.56	0	
Total	167	58	28	253
	66.01	22.92	11.07	100

As shown on Figure 12, according to AEIS standings, Academically Acceptable districts were responsible for 80.1 percent of the mediations held and Recognized held 17.46 percent. Academically Unacceptable, Exemplary, and Not Rated were so low that they were collapsed into the category named Other. Other still only had 2.45 percent of the mediations. For all three years in the three categories, there was a total of agreement with mediation outcome in 80 percent of the mediations, 26 percent non-agreement with mediation outcome, and 13 percent were cancelled.

Figure 12: ANALYSIS VARIABLES CHART

AEIS:

1 = Academically Unacceptable	1.14%
2 = Academically Acceptable	80.1 %
3 = AEA:	0.33%
4= Exemplary	0.82%
5= Not Rated: Other	0.16%
6 = Recognized	17.46%
9 = Other	2.45%

AEIS 2: Collapsed Categories

2 = Academically Acceptable	80.1 %
6 = Recognized	17.46%
9= Other	2.45%

Classification of Student Disability in Districts Involved in Mediations

Special Education students are required to have a disability in order to be placed in special education. The following disability categories include the following:

- Auditory Impairment
- Autism
- Deaf-Blindness
- Emotional Disturbance
- Intellectual Disabilities
- Multiple Disabilities
- Non-categorical Early Childhood
- Other Health Impairment
- Orthopedically Impaired
- Specific Learning Disability
- Speech Impairment
- Traumatic Brain Injury
- Visual Impairment

In order to determine the rates of mediations for special education disabilities, the report titled TEA Mediations by Primary Disability Code was used to determine the number of mediations for each disability type. For the year 2005, Figure 11 reflects 23 students with Autism involved in mediations, 19 students with an Emotional Disturbance, 21 Learning Disabled students, 16 with Intellectual Disabilities, 32 Other Health Impaired, 5 Speech students, and five Visually Impaired students.

Figure 13.0: Mediations by Primary Disability Type, 2005-6

Disability	Frequency
AU	23
ED	19
LD	21
ID	16
OHI	32
SI	5
VI	5

Figure 13.1 shows rates for the year 2006. There were 41 students with Autism involved in mediations, 30 students with an Emotional Disturbance, 16 Learning Disabled students, 12 students with an Intellectual Disability, 36 Other Health Impaired students, and eight Speech students.

Figure 13.1.: Mediations by Primary Disability Type, 2006-7

Disability	Frequency
AU	41
ED	30
LD	16
ID	12
OHI	36
SI	8

Figure 13.2 for 2007 represents that there were five students involved in mediations with an Auditory Impairment, 54 students with Autism, 19 students with an Emotional Disturbance, 36 Learning Disabled students, 12 students with an Intellectual Disability, 30 Other Health Impaired students, 11 Orthopedically Impaired students, and 5 Speech students.

Figure 13.2: Mediations by Primary Disability Type, 2007-8

Disability	Frequency
AI	5
AU	54
ED	19
LD	36
ID	12
30	36
OI	11
SI	5

Figure 14 summarizes the years 2005-06, 2006-07, and 2007-08. Students with Autism were involved in the highest number of mediations and Visually Impaired students were in the fewest.

Figure 14: Mediations by Primary Disability Type, 2006-2008

Disability	Frequency
AI	5
AU	118
ED	68
LD	73
ID	40
OHI	98
OI	11
SI	18
VI	5

Because of FERPA regulations addressing confidentiality, there are no special education disabilities identified in state mediation records. Therefore, another way was needed to determine the percentage of mediations which were held for each disability. Figure 15 below is taken from the 2009 National Center for Educational Statistics. The federal numbers for the years 2005, 2006, 2007 for students aged three to 21 who were served by IDEA, Part B, is listed for each disability.

Figure 15: Children 3 to 21 years old served under IDEA, Part B, by type of disability: Selected years, 2005-06, 2006-07, 2007-08.
National Center Educational Statistics.

Type of disability	2005-06	2006-07	2007-08	ALL THREE YEARS
All disabilities	6,713	6,686	6,606	20,005
Specific learning disabilities	2,735	2,665	2,573	7,974
Speech or language impairments	1,468	1,475	1,456	4,399
Mental retardation	556	534	500	1,590
Emotional disturbance	477	464	442	1,382
Hearing impairments	79	80	79	238
Orthopedic impairments	71	69	67	208
Other health impairments	570	611	641	1,822
Visual impairments	29	29	29	87
Multiple disabilities	141	142	138	421
Deaf-blindness	2	2	2	5
Autism	223	258	296	777
Traumatic brain injury	24	25	25	74
Developmental delay	339	333	358	1,030
Preschool disabled	†	†	†	0

All disabilities	100.0	100.0	100.0	100.0
Specific learning disabilities	40.7	39.9	39.0	40%
Speech or language impairment	21.9	22.1	22.0	22%
Mental retardation	8.3	8.0	7.6	8%
Emotional disturbance	7.1	6.9	6.7	7%
Hearing impairments	1.2	1.2	1.2	1%
Orthopedic impairments	1.1	1.0	1.0	1%
Other health impairments	8.5	9.1	9.7	9%
Visual impairments	0.4	0.4	0.4	0%
Multiple disabilities	2.1	2.1	2.1	2%
Deaf-blindness	#	#	#	0%

Autism	3.3	3.9	4.5	4%
Traumatic brain injury	0.4	0.4	0.4	0%
Developmental delay	5.1	5.0	5.4	5%
Preschool disabled	†	†	†	0%

These percentages were used to determine the Texas number of students for each disability.

The chart in Appendix B lists the total number of students for each disability involved in mediations for 2005-08 and was used along with the federal percentages to ascertain the percent of mediations which occurred for each disability.

As shown in Figure 16, the Texas total disability numbers for mediations are as follows:

Figure 16: Mediation Risk Rates

2005 -06	2006 -07	2007 -08	Total 1	% Observed	Relative Risk	%			Federal Categories
						Expected Adjusted	% Expected	%	
0	0	5	5	1%	0.9	1%	1%	1%	Auditorially impairments
23	41	54	118	27%	6.4	4%	4%	4%	Autism
19	30	19	68	16%	2.1	7%	7%	7%	Emotional disturbance
21	16	36	73	17%	0.4	43%	40%	40%	Specific learning disabilities
16	12	12	40	9%	1.1	9%	8%	8%	Intellectually Disabled
32	36	30	98	22%	2.3	10%	9%	9%	Other health impairments
0	0	11	11	3%	2.2	1%	1%	1%	Orthopedic impairments
5	8	5	18	4%	0.2	24%	22%	22%	Speech or language impairments
5	0	0	5	1%	2.4	0%	0%	0%	Visual impairments
121	143	172	436	100%		100%	92%	92%	Total in State Data
170	189	253	612						Federal Categories Not in State Data
71%	76%	68%	71%				2%	2%	Multiple disabilities
							0%	0%	Traumatic brain injury
							5%	5%	Developmental delay
							100%	100%	Total

The relative risk (shaded) column is the ratio of the percentages from the federal data and the mediation data. A risk of “1” means that there was an equal ration of the percentages and everything is as expected. Anything above a one means the mediation category was more likely

to go to mediation than the federal percentage of disability would indicate. Anything below one means that mediation category was less likely to be represented in the state mediation count given what the federal percentage is for enrollment. For example, Autism cases are over six times more likely to go to mediation, if the Texas proportion is similar to the rate for the United States proportion of roughly four percent.

Sorted from the highest to the lowest rate, the disabilities most likely to go to mediation are Autism, Other Health Impaired, Emotionally Disturbed, Intellectually Disabled, Learning Disabled, and Speech Impaired. Autism cases are over six times more likely to have mediation, given the proportion of the rate of students with autism in Texas schools.

Part Two: Quantitative and Descriptive Analysis of the Structured Questionnaire

Procedures

The construction of the structured questionnaire was discussed in Chapter 3 and after development, a pilot questionnaire using Survey Monkey was sent to five special education directors to determine if there were any obvious flaws in the questions. Dr. Samuel Echevarria, a statistician at the University of Texas at Austin, examined the results and discerned no flaws. The questionnaire was then e-mailed to all special education directors involved in unsuccessful mediations during 2005-2008. A total of 54 questionnaires were sent to the directors. This number is much smaller than the total number of mediations, as many districts had several unsuccessful mediations. A total of 32 special education directors completed the questionnaire.

Structured Questionnaire Results

Data from the questionnaire were downloaded from the Survey Monkey website to Microsoft Excel Spreadsheets in order to sort the data and analyze. Descriptive statistics were categorized, while multiple choice questions were tallied. Descriptive details and narrative analyses are provided along with the statistics. A copy of the completed questionnaire is included in Appendix G.

Questionnaire: Question One

As the Special Education director in a district involved in a mediation that resulted in non-agreement, what do you believe caused the failure of the mediation? The respondents were asked to note their responses on a list taken from an article citing the most common reasons for failure to mediate (North Dakota, 2001).

Answer: 32 directors answered the question. No respondents skipped the question. There were no responses to four answer categories. The answer with the highest percent was “Disputants did not have a commitment to resolve the dispute” from 56.3 percent, or 18 of the respondents. 40.6 percent, or 13 directors, responded that “the disputant had no intention of settling in mediation” This was the second highest response. At 37.5 percent, or 12 directors, the third highest response was “the claimant increased the demand at the mediation”.

Figure 17: Questionnaire Response to Question One

		Response Percent	Response Count
Inappropriate mediator was chosen		6.3%	2
Disputants did not have a commitment to resolve the dispute		56.3%	18
Mediations were ordered by the Court		3.1%	1
The mediator failed to adequately prepare for the mediation		3.1%	1
The mediation statements, positions, and interests were not fully developed, complete, or disclosed prior to the mediation		3.1%	1
The mediator, attorneys, and/or participants failed to anticipate potential issues that might have resulted in impasse and failed to discuss rules or methods to address impasses if it occurred		3.1%	1
The mediation was premature in that there were outstanding discovery issues, records review, investigation, or pending motions with the court		0.0%	0
A previous offer was made by a district representative and it exceeded the settlement authority given to the attorney at		0.0%	0

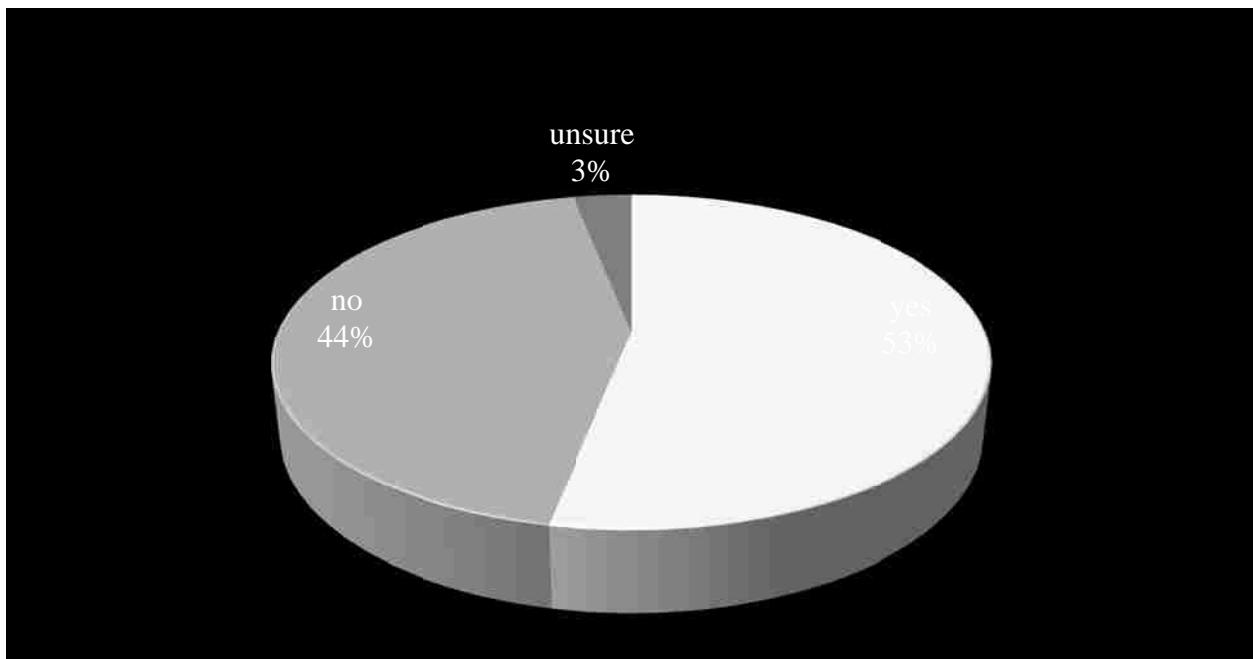
the mediation			
The claimant increased the demand at the mediation		37.5%	12
The parties at the mediation did not have sufficient settlement authority		3.1%	1
There was a failure to properly document a settlement in mediation		0.0%	0
Some attendees failed to attend the mediation		0.0%	0
The disputant had no intention of settling in mediation		40.6%	13

Questionnaire: Question 2

Did your district make any systematic changes to policy or programming as a result of the unsuccessful mediation, i.e. staff development, programming, staffing, curriculum development, behavior intervention, etc.? A simple yes, no, or unsure answer was provided.

Answer: 53.1 percent, or 17 directors, responded “yes”; 43.8 percent, or 14 directors, responded “no”; and 3.1 percent, or one director was “unsure”.

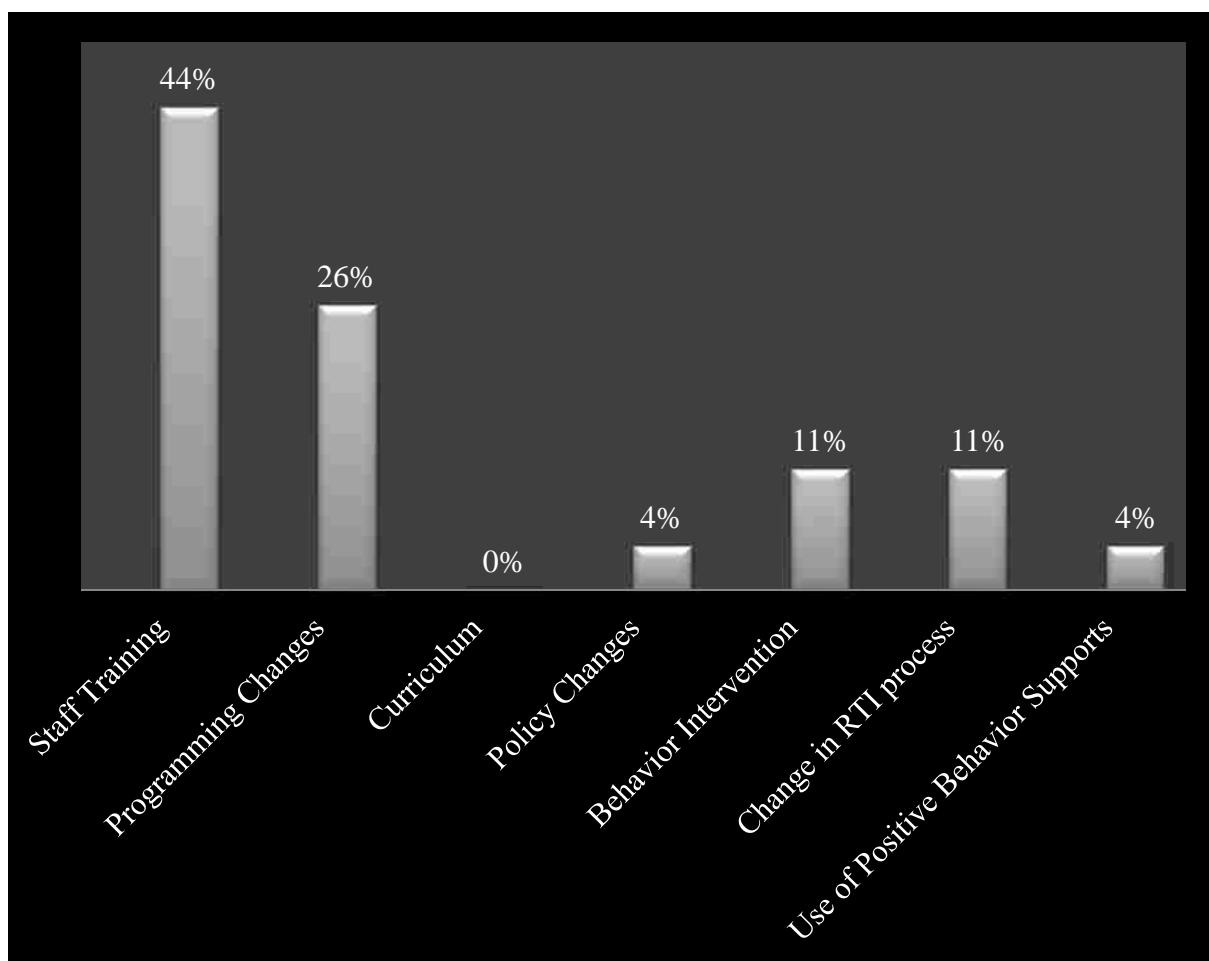
Figure 18: Systematic Changes to the District



Questionnaire: Question 3:

If yes, what were the changes made? There were 16 people who responded to this question and 16 who did not. Staff training was the highest response at 44 percent. Programming changes was second at 26 percent, with no one responding to curriculum changes. Four directors added their own comments, but all responses were actually categories already included in the questionnaire. Although worded a bit differently, they were included in the categories of behavior, RTI, and staff training.

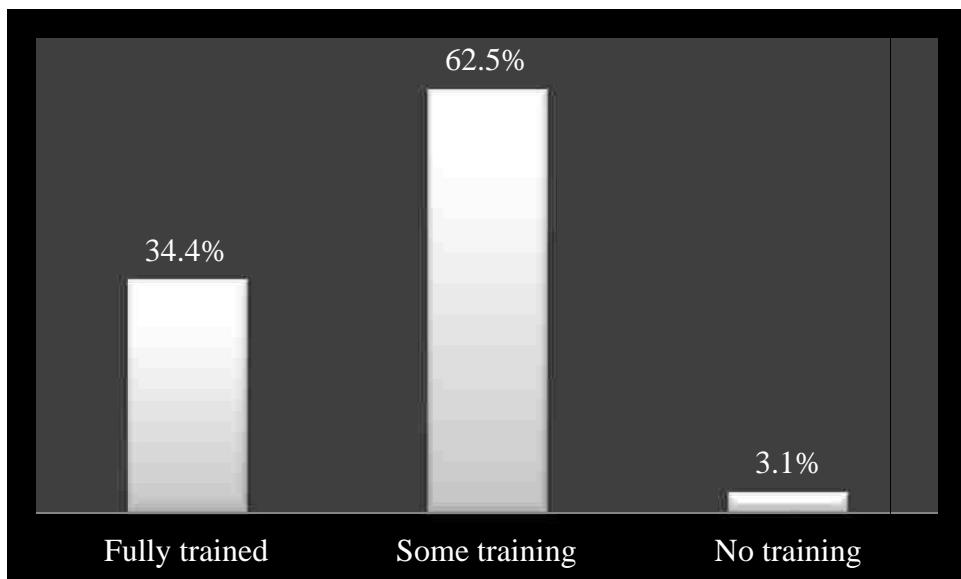
Figure 19: Changes Made to the District After the Mediation Process



Questionnaire: Question 4

Had the staff been provided any training/workshops on the problem prior to the request for mediation? The answers provided were fully trained, some training, and no training. The answers included: 35.5 percent, or 11 directors, answered “fully trained”; 61.3 percent, or 19 people, replied “some training”; and 3.2 percent, or one respondent, answered with “no training”.

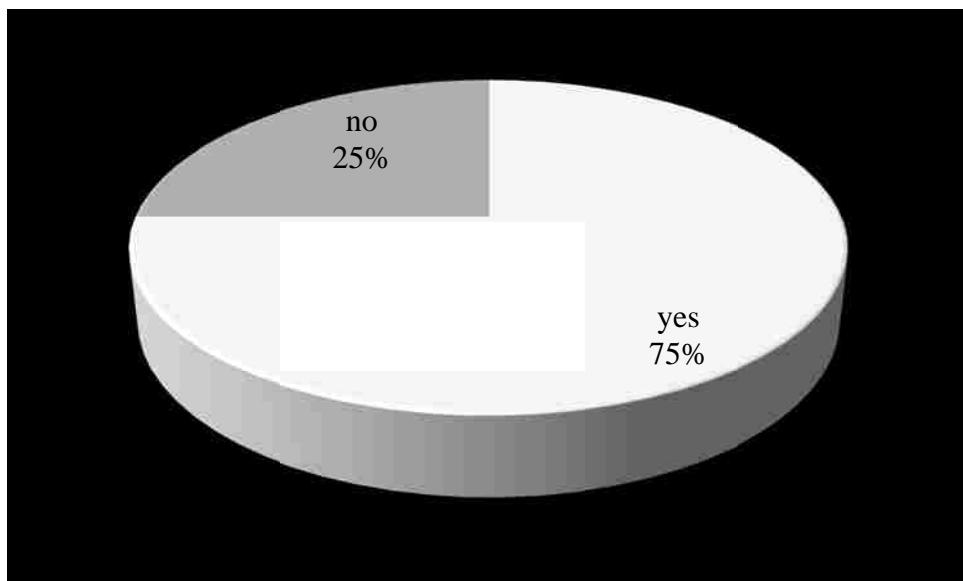
Figure 20: Level of Training



Questionnaire: Question 5

Although there was an issue that ended in non-agreement, did you perceive that anything constructive was gained by the mediation process? The answers were: Seventy-five (75) percent or 24 directors responded “yes” and 25 percent or 8 directors answered “no”.

Figure 21: Mediation as a Constructive Process



Questionnaire: Question 6

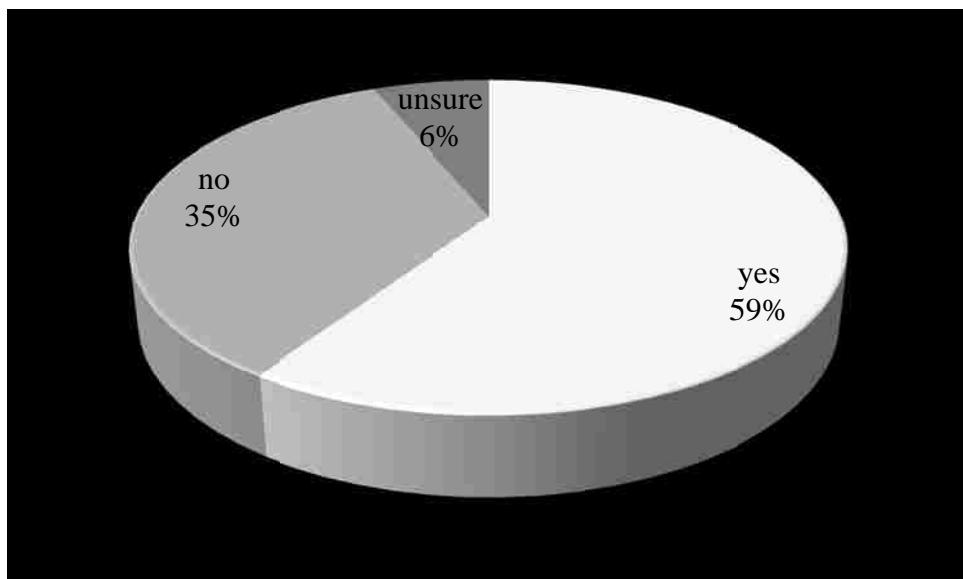
If you answered yes to the previous question, what did you find constructive about your mediation? The following answers were received from 24 directors:

- Increased knowledge about special education laws and procedures
- Improved behavior program in the district
- Going through the mediation process builds your confidence as a teacher and makes you more aware of the legal parameters around teaching.
- Teachers realized importance of data and documentation
- Education and confidence
- Everyone was heard in a respectful manner, that was not possible before mediation, had wonderful mediator
- A better understanding of the level of documentation required to demonstrate the services we had been providing.
- Insight into parents agenda
- We have learned a LOT about the role of service dogs
- Tools for future conflict resolution
- I believe in the mediation process as a whole.
- Parent feelings, parent perceptions, need for more targeted staff training
- It made the district acutely aware of the need for more training in working with autistic students.
- Staff received more insight into extra- curricular activities
- Better understanding of perspective of parents.
- New policies on extracurricular sports
- Special education students were allowed to be in dyslexia classes instead of resource reading
- Staff previously not involved in mediation, learned the process
- We had clarification of what was really important to the parents.
- Staff gaining an understanding of the process and how it works was invaluable to the team
- A better understanding of what the parents were really interested in.
- We were able to demonstrate that the district was ready, willing and able to negotiate.
- We found out what the parent wanted for their child.
- Clarification of issues.

Questionnaire: Question 7

Did the issue progress to due process? The participants' answers were: Sixty-one point two (61.2) percent or 19 answered "yes" and 35.1 percent or 11 directors responded with "no". One director at 3.2 percent was unsure if the mediation progressed to due process.

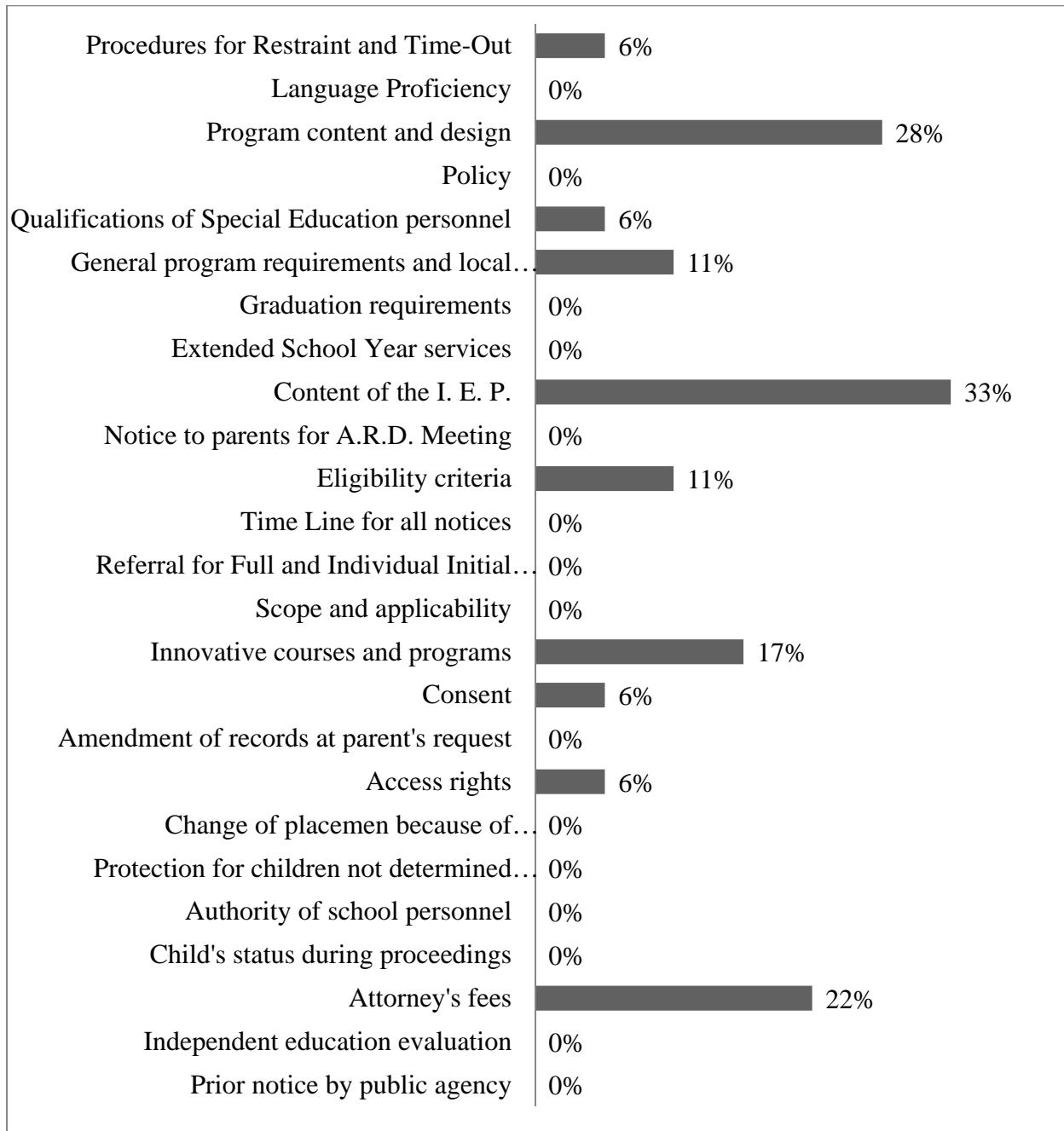
Figure 22: Mediation to Due Process



Questionnaire: Question 8

If yes, what were the special education issues that progressed from mediation to due process?

Seventeen directors answered this question and 14 did not respond. “Content of the I.E.P” was listed first with the most responses at 33.3 percent or six directors. “Program content and design” was second with 28 percent or five directors and “attorney’s fee” was third at 22.24 percent or 4 directors. Twelve of the questions were not chosen as an issue that progressed to due process.

Figure 23: Due Process Issues

Summary of Chapter Four

Chapter Four researched the variables in order to determine the relationship of demographic characteristics, economically disadvantaged students, AEIS ratings, school district types, and special education disabilities. The results of these analyses were used to refine the list of special education directors who were sent the structured questionnaire, as the next part of the study. This second part of the study asked the directors to respond on the level of training of their staff, constructive elements of mediation, mediation issues, changes in the district that occurred from the mediation, and their perception of why the mediation was a failure.

There were 612 mediation cases held in Texas from 2006-2008. Major Suburban Areas had the highest number of mediations, with 27 percent. There was no correlation between economically disadvantaged districts and the frequency of mediation. Academically Acceptable schools had the largest frequency of mediations with 80.1 percent, while students with Autism were involved in the highest number of mediation.

When the special education directors completed the questionnaire, they stated that they felt mediations failed because parents did not have a commitment to resolve the dispute and the disputant had no intention of settling. Changes which were made in the district included staff training and programming. The directors believed their staff were not fully trained prior to the mediation, thus needing more training. The majority of the directors, 75 percent, found the mediation constructive in some way.

Chapter Five discusses the findings of Chapter Four and expands on the results. Patterns will be analyzed and explored. Recommendations for further study are proposed for future research. Suggestions for administrators are supplied and the research is summarized.

CHAPTER FIVE

Chapter Five elaborates on the findings presented in Chapter Four, followed by a summary of the outcomes of this study in relation to the related research and the implications these results have for future research. Data were collected through in-depth document reviews and questionnaires sent to special education directors.

Previous studies that examined special education mediations addressed with parent and school perceptions of the process, experiences of special education directors in due process hearings, outcomes of special education cases, the cost of due process to the school districts, and successful strategies used for dispute resolution. This study specifically looked at variables which might influence the frequency of mediations and attempted to determine the effectiveness of mediations in resolving disputes between parents of special education students and school districts.

Discussion of Major Research Findings

This section states each research question and provides evidence supporting the findings. The questions are divided into quantitative and qualitative sections, with a third section summarizing the two methods.

Quantitative Findings

For the years 2006, 2007, and 2008, there were 612 Texas Education Agency mediations. Of the 512 mediations, 415, or 68 percent, ended in agreement with mediation outcome; while 135, or 22 percent, concluded in disagreement with the mediation outcome; and 62, or 10 percent, cancelled. There was a 43 percent increase in mediations over the three years and mediations

coming to an agreement were significantly higher than those ending in disagreements and cancellations.

Sub-questions

1. What is the relationship, if any, between the Texas School District Types (Major Urban, Major Suburban, Rural, Other Central City, Other Central City Suburban, Charter Schools, or Independent Town, to the number of special education mediations?

The Texas School District Types involved in mediations during the time of the study showed that the Major Suburban Areas had the largest (27) percentage of mediations, while Charter Schools had the lowest (2.1). One interesting irregularity was that Other Central City had 22 mediations in 2006, but in 2007 had 75 mediations. This is almost a 176 percent increase for one year and the following year it went back down to 27 mediations.

There are several possible reasons for the number of mediations in Major Suburban Areas. The first reason is that education is still the number one predictor of economic and social upward mobilization (Peek, 2007). People with families who moved to the suburbs left many inner-city schools for greener pastures and better schools for their children (Philippe, 2009). If these parents do not think their children are receiving this type of education, they might be more inclined to mediate for more special education services. Secondly, some people are moving from rural areas or small towns to these areas for employment opportunities. These citizens are not usually from the higher middle class with the means to spend on extra educational experiences for their children, but they do want the best for them. This could possibly lead to litigation to receive enriched services for their child in special education.

2. What is the relationship, if any, between the percentage of economically disadvantaged students in the School District Type and the number of mediations?

During this time frame, the analyses found no relationships between the percentage of economically disadvantaged students in the School District Type and the number of mediations. Economically disadvantaged districts came to agreement with the mediation outcome on an average of 53 percent and disagreement with the mediation outcome at 47 percent. The data appear to show that the higher the percentage of economic disadvantage, the higher the rate of agreement, yet it is only by 6 percentage points.

3. What is the relationship, if any, between a school district's Academic Excellence Indicator System rating and the number of mediations?

The largest frequency occurring in the districts' AEIS indicators was 492 mediations in the Academically Acceptable range, with the lowest number of 15 in the Other range. For the dates of this study, Academically Acceptable districts state testing scores had to be in the top 60 percent in Social Studies, Reading, and Writing, and have a minimum standard of 40 percent in Science. The districts also needed a 75 percent completion/graduation rate, and one percent dropout rate. Academically Acceptable is the average range for the state, therefore, any districts considered average by are more likely to go to mediation. Exemplary or the highest rated districts were negligible for mediations. It could possibly be explained that parents of Exemplary students would possibly not need to mediate for services, as their children are performing above level. The state provides some funding to schools who are Below Expectations, therefore the parents would conceivably not have to advocate for more services. This leaves the average student in the middle of the group, possibly needing services that are not provided.

4. What are the rates of the handicapping conditions/special education disability categories compared to the number of state-wide requests for mediation?

For the preliminary analysis of the relationship between disability categories and mediations, the ratio of the mediation percentages was calculated by disability category as compared to the U.S. school population disability rates. This ratio attempts to capture the baseline rate at which certain disability categories are over- or underrepresented within the mediation data. These data give us a preliminary view into the distribution of mediations by disability category and is the starting point for investigating whether there are substantive reasons why certain disability categories are especially overrepresented given their demographic distribution within the school system. Autism cases are the most likely to go to mediation.

Other health Impairments, with a risk of 2.3 percent, was the second most likely disability to go to mediation. The most probable reason for the high ratio of the Other Health Impairment category going to mediation would be that it encompasses several disabilities, such as Attention Deficit Disorder, Asthma, Epilepsy, Heart Conditions, Leukemia, Sickle Cell Anemia, and other diseases which adversely affect a child's educational performance. The OHI category has been described as a "catchall" by special educators because it services students who do not meet the qualifications for other, more clearly defined classifications (Grice, 2002). As parents want more services for their children, OHI has been used to identify children so they can receive modifications and accommodations. If a parent is adamant about placing the child in special education under the Other Health Impaired category, it would follow that they would be just as fervent to go to mediation in the attempt to have more services provided for their children.

Autism cases were over six times more likely to go to mediation than the other disability categories. A trend indicates an increase in Autism mediations from 23, to 41, to 54 cases.

There are many reasons this could be overrepresented. Autism is a newer diagnosis and the etiology is unknown. A 2009 study found that parents of children with Autism were 3.39 times more likely to experience difficulty in obtaining services and 2.65 times more likely to be dissatisfied with services received than parents of other special education students. The parents in the study reported a lack of available services and skilled providers (Montes, Halterman, & Magyar, 2009). Autism can also be a debilitating condition that places a great burden on families, therefore increasing the likelihood that parents will demand assistance from schools.

It is difficult to design IEP's, which are agreed upon by both the parent and the school. As Autism does not always present in the same manner, there are more programs for children with Autism, and, therefore, more opportunity for parents to be discontent with the child's program. A 2003 study stated that "an analysis of 68 cases between 1997 and 2002 contributed to the existing research in identification of specific factors influencing administrative and judicial decisions regarding the adequacy of IEP's for students with autism." Therefore, matching the individualized education program goals with the data from the evaluation could be subject for disagreement (Etscheidt, 2003).

Descriptive Statistics

5. According to the special education director working in the district with a mediation that resulted in non-agreement, what was the explanation for the failure of the mediation?

When answering this question, directors were allowed to choose two answers if they believed two issues addressed their failure to mediation. Although all 32 respondents answered the question, there were actually 50 answers selected. Explanations for the failure to mediate include: inappropriate mediator chosen; disputants did not have a commitment to resolve the dispute; mediations were ordered by the court; the mediator failed to prepare adequately for the

mediation; mediation statements, positions, and interests were not fully developed, complete or disclosed prior to the mediation; the mediator failed to anticipate potential issues; the mediation was premature as there were outstanding issues; a previous offer was made and exceeded the settlement authority; the claimant increased the demand at the mediation; the parties at the mediation did not have settlement authority; some attendees failed to attend the mediation; and the disputant had no intention of settling. The range of the percentages were zero to 56.3 percent with “Disputants did not have a commitment to resolve the dispute” eliciting the highest response with 18 directors. This was followed closely by “the disputant had no intention of settling in mediation” with 40.6 percent or 13 people responding. Upon close inspection, these questions are extremely similar and should have been combined into one question. With that reported, “a lack of commitment and no intention of settling” is a significantly higher choice than the remaining answers. This suggests that districts participating in unsuccessful mediations initiated by parents with no desire to contribute, would inevitably go to due process.

The second response was “the claimant increased the demand at the mediation” with 37.5 percent, or 12, responses. Several directors commented that the parents requested mediation about one issue, but more issues developed as things escalated.

6. Did the district make any systemic changes to policy as a result of the unsuccessful mediation, e.g. staff development, programming, staffing, curriculum, behavior intervention, etc.?

It would appear that changes to policy after mediation are not always assured. Fifth-three (53) percent of the directors replied there was change and 44 percent replied there was not change, with one director or 3 percent stating they were unsure. Of those who stated change had been made, the responses included staff training at 44 percent, program changes at 26

percent, 11 percent behavior intervention, 11 percent RTI process, and 4 percent for both positive behavior supports and policy changes. No one stated there were any curriculum changes.

7. If the mediation ended in non-agreement, had the staff been provided any workshops or conferences on the problem prior to the request for mediation?

The analyses found that 36 percent of the directors stated their staff had been “fully trained” on a problem, while 61 percent replied their staff had “some training”. Only one director responded that her staff had no training on the mediated issue. Although the span of “some training” to “fully trained” could be considerable, the large percentage of “some training” of educators when dealing with special education students reflects that most mediations occur when the staff is not completely trained. Looking back to question # 6 in this section, staff training was the leading answer at 44 percent as to what change was instigated when mediation ended in due process. Training staff should be a priority for administrators with a desire to decrease special education mediations.

8. Although there was an issue that ended in non-agreement, did the Director perceive that anything constructive was gained by the mediation process? If so, what?

The directors who were given this questionnaire were involved in mediations that were not successful, yet 75 percent found something constructive gained through the process. The answers were placed into categories in order to view trends. The trends were as follows:

- a. The mediation process in general was invaluable. Being heard as an administrator and being able to hear the parents gave clarification to the districts. This was the most highly rated category, with 60 percent of the respondents giving this answer.

b. According to 16 percent of the directors, data gathering, programming, levels of service (inclusion, note-taking, music therapy) and scheduling is important in special education These were especially relevant in the behavior programs.

c. Knowledge of the law and staff training was the response of 12 percent of the directors.
d. The category “Other” included replies concerning the attainment of insight into service dogs and extracurricular policies. The “Other” category included 3 answers, which was 12 percent of the total responses.

9. If the mediation ended in non-agreement with the mediation outcome, did the issue progress to due process?

The issues in a mediation that was not successful progressed to due process 61 percent of the time, while 35 percent did not proceed to due process. One director was unsure if the mediation progressed, as she had moved from the district.

10. Which special education issue is more likely to progress from mediation to due process?

The content of the Individualized Education Program accounted for 33 percent of the due process issues. Program content and design was given by 28 percent of the directors. The two choices reflect very similar issues. Program content and design would basically be the I. E. P., therefore these two categories could be synonymous and combined for 61 percent of the responses. Attorney’s fees were the explanation for 22 percent of the due process issues.

Summary of Central Research Question

What factors, if any, distinguish districts involved in mediations in terms of Texas School district types, economic status, Texas accountability ratings, special education disability classifications, and alleged violated special education regulations?

The principal variables that emerged from the data are the effectiveness of mediation, the size and location of the district, accountability ratings, disability types of students involved in mediations, and the specific issue involved in the mediation. The majority of mediations occurred in major suburban areas in districts rated as average. Autism is by far the highest mediated issue. The failure to mediate was perceived to be caused by the lack of parental investment in the process. Staff training was a large variable in two factors relating to mediation. Directors rated staff training a change they made after a mediation, yet prior to the mediation they reported their staff was not fully trained. As this is an important variable to the study, administrators need to educate their staff before an issue goes to mediation/ due process.

Because appropriate IEP's were discussed as a main reason for due process, having a good IEP. would be tantamount to avoiding due process. Administrators should demand appropriate and beneficial plans for all special education students.

Implications

Coburn and Talbert (2006) noted that data are often used to meet accountability demands, to inform program and policy decisions, to inform student placement decisions, and to inform classroom instruction. Within the context of this study, the data can be used to inform school administrators of the issues commonly associated with special education mediation and due process, so they will be able to develop procedures to ensure compliance and thus minimize the

number of complaints against a school district. Recommendations made to district administrators would include the following:

- Administrators should maintain careful adherence to special education law. This can be accomplished through frequent legal updates provided by the district to the special education staff. Despite a growth in lawsuits, Murphy (1981) warned administrators not to lose sight of the basic purpose of a school- that schools (or administrators) exist to meet the needs of children and society. However, knowledge of legal principles is invaluable to the practice of effective school administration (Wattam, 2004).
- Autism continues to be the main disability cited in special education mediations, therefore all educators need to be familiar with the spectrum of proficiencies and learning styles of the students. Professional development sessions should be continuous and provided by autism specialists and applied behavior analysis therapists.
- Data gathering and documentation is essential. Several computer programs are available to document, chart, analyze, and summarize data for individual students. School districts should provide these for their staff in order to have accurate and current data on each student. Although the programs can be expensive, the ability to provide the documentation to a parent on their child's educational plan would be well worth the cost.

- Provide exemplary and on-going staff training.

Figure 24 Number of students in Texas school districts

<i>1265 school districts in the state of Texas</i>		
	Total Students in Texas Schools	Students Receiving Special Education
2006	5,307,289	581,889
2007	5,963,074	619,499
2008	8,975,638	893,114

To provide an understanding of the vast number of school districts, students, and special education students in Texas, the numbers are provided in Figure 24. As can be seen from the data, it would be difficult for each area in Texas to offer all types of trainings. Therefore, due to the sheer size of the state, the state is divided into sections for educational service centers. The centers are created by the state to disseminate information to all of the schools in the area. Each center operates independently and although all disciplines and subjects are covered, each center has a specialization. If specific information cannot be found at one service center, training can be located at another center. Therefore, there is definitive and continuous special education training available to administrators in Texas.

- Academically average-rated districts in Major Suburban areas are more likely to go to due process; therefore appropriate decisions by the administrators should be made through detailed data. In their meta-analysis of research on central office data use, Honig and Coburn (2005) noted that data are primarily used in resource allocation and policy development, in strategic planning processes, in choosing or abandoning instructional programs, and in seeking out research-based best practices (Siler, 2009).

- Mediation should be used in all aspects when dealing with parents, not only as a last resort. School districts should embrace mediation training as an initiative for the district improvement plan. Mediation training could be used not only for special educators, but for all of the staff in a district to better facilitate all relationships with parents. Skills that are practiced in the mediation setting can be applied to other aspects of disabled student education (Massey & Rosenbaum, 2003). Parents who believe they are heard and supported are less likely to file a due process.

Recommendations for Future Research

Some of the most creative work in alternative resolution of disputes is being done in the field of Special Education (CADRE.) Clinical students can be in the vanguard of developing and implementing the Alternative Dispute Resolution models proposed by educators and academics from a variety of disciplines (Massey & Rosenbaum, 2005). Even though all of this work is being done, there are still issues which should be investigated in the special education world. As the times change, so do processes and procedures, therefore the following issues should be studied:

1. If an advocate or an attorney is present at an ARD meeting, is the likelihood higher that an issue will go to mediation or due process? Further study should be completed on the effects of having either an advocate or an attorney present during adversarial ARD meetings and determine if the issue then continued to mediation or due process.
2. Ensure appropriate data are used to develop goals for an I. E. P. that went to mediation or due process?
3. Autism is the leading disability in the request for mediation, and, therefore, further study should be done to determine the reasons for this tendency.

4. Do facilitated ARD meetings have fewer requests for mediation than ARDs chaired by special education teachers or administrators? (Even if the facilitator is a paid school employee?)
5. Is there a pattern of the same students being involved in multiple or repeated mediations?
6. Why do “average” districts in terms of size and academic indicators become involved in mediations more frequently than other districts?
7. An expansion of this study would include more school districts that participated in successful mediations and not merely those in disagreement.

Summary of Chapter Five and Conclusion

John F. Kennedy stated in his 1961 inaugural address “so let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate. Let both sides explore what problems unite us instead of belaboring those problems which divide us.

.....And if a beachhead of cooperation may push back the jungle of suspicion, let both sides join in creating a new endeavor, not a new balance of power, but a new world of law, where the strong are just and the weak secure and the peace preserved” (John F. Kennedy Inaugural Address",para. 15).

This primary purpose of this study was to clarify and evaluate the effectiveness of mediation for school districts involved in disagreements with parents and to ascertain the variables which might contribute to being involved in mediations. This study elucidated information gleaned from document reviews, completed structured questionnaires, and research. The results show that administrators believe mediations are beneficial. Although Special Education directors found that mediations were not successful because parents did not have a desire to settle, they also found something constructive gained through the process. Major Suburban Areas are the most likely district types to go to mediation, while economic disability does not seem to affect a request for mediation. Academically Acceptable schools are the most likely to request mediation. Autism is six times more likely than any other disability category to be involved in mediation. Staff training was mentioned as highly advantageous to reducing discord. Although staff training takes time and money, the resources are well spent when taking into account there will be fewer requests for mediation.

The quantitative data and qualitative descriptive data in this study explain the benefits of mediation over litigation in an effort to encourage school districts to use the mediation process to resolve parental disputes. The data can also be used to play a role in implementing programs for children that will minimize the likelihood of mediation. Improvements in services and programs, combined with knowledge in special education law, helps to ensure the implementation of a free and appropriate education, and a less litigious school district.

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APPENDIX A: Mediation Docket Detail Report

Mediation Docket Detail Report By LEA								
LEA	ID	Docket #	Account Date	Mediation Date	Mediator	Status	Outcome	
AUBURNATH ISD (092901)	942	013-CM-0106	05/21/06	05/29/06	JAMES HOLLIS	Total Count For AUBURNATH ISD (092901): 1	AGREEMENT	
ALAMO HEIGHTS ISD (015901)	856	013-CM-0905	09/26/05	09/28/05	11/19/05	TOMAS RAMIREZ III	Total Count For ALAMO HEIGHTS ISD (015901): 1	AGREEMENT
ALBA-GOLDEN ISD (250906)	805	079-HH-0206	05/15/06	05/15/06	JAMES HOLTZ	Total Count For ALBA-GOLDEN ISD (250906): 1	NON AGREEMENT	
ALIEF ISD (101903)	909	051-CM-0406	12/27/05	04/05/06	04/26/06	OLIVIA RUIZ	Total Count For ALIEF ISD (101903): 1	AGREEMENT
ALVIN ISD (020901)	933	093-CM-0806	08/15/06	08/14/06	LUCERITA DILLARD	Total Count For ALVIN ISD (020901): 1	CANCELLED	
ARLINGTON ISD (220901)	832	029-CM-0106	01/19/06	01/24/06	MARY CAROLYN GARNICAHL	Total Count For ARLINGTON ISD (220901): 1	AGREEMENT	
	853	030-CM-0106	01/19/06	01/26/06	MARY CAROLYN GARNICAHL		AGREEMENT	
	884	031-CM-0106	01/31/06	01/24/06	SHARON RAMEGE ANN VEVER		AGREEMENT	
	947	088-CM-0706	07/31/06	07/31/06	LOCKWOOD ANN VEVER		CANCELLED	
	948	089-CM-0706	07/31/06	07/31/06	LOCKWOOD ANN VEVER		CANCELLED	
AUSTIN ISD (227901)	330	095-HH-0806	03/07/06	04/31/06	10/05/06	LUCIUS BUNTON ANN VEVER	Total Count For AUSTIN ISD (227901): 3	NON AGREEMENT
	850	012-CM-1005	10/22/05	10/21/05	02/01/06	LOCKWOOD JAMES HOLLIS		AGREEMENT
	877	024-CM-0106	01/06/06	01/12/06	01/12/06	LUCIUS BUNTON JAMES HOLLIS		CANCELLED
	908	050-CM-0406	03/20/06	04/03/06	04/19/06	MARY CAROLYN GARNICAHL		NON AGREEMENT
	918	066-CM-0406	04/05/06	04/17/06	05/05/06	DEBORAH McELVANEY		AGREEMENT
	935	076-CM-0806	05/03/06	06/22/06	08/07/06	LUCIUS BUNTON		NON AGREEMENT
AUSTRALIAN ISD (220905)	88	014-HH-1005	10/21/05	10/21/05	11/19/05	JAMES HOLLIS	Total Count For AUSTIN ISD (227901): 6	AGREEMENT
BEAUMONT ISD (123910)	914	056-CM-0406	04/05/06	04/10/06	05/09/06	JAMES HOLTZ	Total Count For BEAUMONT ISD (123910): 1	AGREEMENT
BEL SANDEY ISD (210901)	895	037-CM-0206	02/15/06	02/22/06	05/15/06	DEBORAH McELVANEY	Total Count For BEL SANDEY ISD (210901): 1	AGREEMENT
	896	038-CM-0206	02/15/06	02/23/06	05/15/06			

LIA	ID	Document #	Date of Request	Access Date	Mediation Date	Mediator	Student	Outcome
BROOKFIELD ISD (025908)	921	063-CMH-0406	04/25/06	04/25/06	05/11/06	ANN VEVER LOCKWOOD ANN VEVER LOCKWOOD	Total Count for BGS SANDY ISD (230901): 2 AGREEMENT CANCELLED	
BROWNVILLE ISD (031901)	934	075-CMH-0606	05/08/06	06/01/06	06/08/06		Total Count for BROOKFIELD ISD (025908): 2 AGREEMENT	
BROWNVILLE-EDDY ISD (16519)	458	023-HMH-0506	05/08/06	05/09/06	06/20/06		Total Count for BROWNVILLE-EDDY ISD (031901): 1 AGREEMENT	
BRUCEVILLE-EDDY ISD (16519)	949	050-CMH-0706	07/31/06	08/02/06	08/08/06	LUCIUS BUNTON	Total Count for BRUCEVILLE-EDDY ISD (16519): 1 AGREEMENT NON-AGREEMENT CANCELLED	
BURLISON ISD (126402)	928	046-CMH-0506	05/22/06	05/23/06	06/13/06	CAROLEEN MELLER WILLIAM MARK DAY	Total Count for BURLISON ISD (126402): 2 Total Count for BURLISON ISD (126402): 2 AGREEMENT	
CAJALLEN ISD (178903)	246	045-HMH-0206	01/19/06	02/14/06	02/28/06	JAMES HOLLIS	Total Count for CAJALLEN ISD (178903): 1 NON-AGREEMENT	
CEDAR HILL ISD (057904)	324	054-HMH-0306	02/27/06	03/13/06	03/21/06	LUCIUS BUNTON	Total Count for CEDAR HILL ISD (057904): 1 AGREEMENT	
CHANNELVIEW ISD (161905)	270	030-HMH-0306	01/26/06	01/26/06	03/15/06	DARREN MELLER	Total Count for CHANNELVIEW ISD (161905): 1 AGREEMENT	
CHAPEL HILL ISD (212509)	416	077-HMH-0506	04/13/06	05/15/06	06/22/06	CENDRAH McELVANIE WILLIAM MARK DAY	Total Count for CHAPEL HILL ISD (212509): 1 AGREEMENT NON-AGREEMENT	
CHINA SPRING ISD (143929)	92	016-HMH-1106	04/27/06	1/1/06	02/03/06	SHARON RAMIREZ LUCIUS BUNTON LUCIUS BUNTON	Total Count for CHINA SPRING ISD (143929): 2 AGREEMENT AGREEMENT NON-AGREEMENT	
910	052-CMH-0406	03/27/06	04/07/06	04/07/06	05/01/06			
911	053-CMH-0406	04/07/06			05/02/06			
CLEVELAND ISD (146901)	945	086-CMH-0706	07/12/06	08/01/06	LUCIUS BUNTON	Total Count for CLEVELAND ISD (146901): 2 AGREEMENT		
CORBIE ISD (170902)	923	045-CMH-0306	03/07/06	03/07/06	04/24/06	STEVEN ALEMAN	Total Count for CORBIE ISD (170902): 1 AGREEMENT	
CORPUS CHRISTI ISD (177904)	76	024-HMH-1105	09/29/05	12/20/05	12/20/05	JAMES HOLLIS	Total Count for CORPUS CHRISTI ISD (177904): 1 AGREEMENT AGREEMENT AGREEMENT NON-AGREEMENT AGREEMENT	
III	023-HMH-1105	10/07/05	11/30/05	12/19/05	JAMES HOLLIS			
142	038-HMH-0306	01/31/05	01/17/06	01/27/06	JAMES HOLLIS			
160	056-HMH-0306	11/14/05	03/20/06	03/21/06	JAMES HOLLIS			
176	026-HMH-1205	11/18/05	12/02/05	01/19/06	JAMES HOLLIS			
188	041-HMH-2106	11/22/05	02/23/06	03/22/06	LUCIUS BUNTON JAMES HOLLIS			
210	037-HMH-0106	12/09/05	01/02/06	01/27/06	JAMES HOLLIS			

LEA	ID	Request #	Date of Request	Account Date	Mediation Date	Mediator	Student	Outcome
CORPUS CHRISTI ISD (127804)	256	069-NM-0406	01/15/06	04/13/06	04/20/06	JAMES HOLLIS		AGREEMENT
	258	070-NM-0406	01/15/06	04/13/06	04/20/06	JAMES HOLTZ		AGREEMENT
	278	060-NM-0306	01/21/06	03/21/06	04/03/06	LUCIUS BURTON		CANCELLED
CROWLEY ISD (220912)	873	021-DH-1205	11/29/05	12/20/05	01/21/06	OLIVIA RUIZ	Total Count For CORPUS CHRISTI ISD (127804): 19	NON-AGREEMENT
CYPRESS-FAIRBANKS ISD (101907)	388	067-NM-0409	04/03/06	04/11/06	04/21/06	DARREN MILLER	Total Count For CYPRESS-FAIRBANKS ISD (101907): 1	AGREEMENT
	940	041-DH-0506	05/24/06	06/26/06	06/26/06	OLIVIA RUIZ		AGREEMENT
DALLAS ISD (057905)	100	013-NM-1005	10/17/05	10/27/05	11/14/05	Gwendolyn Willis	Total Count For CYPRESS-FAIRBANKS ISD (101907): 2	NON-AGREEMENT
	220	051-NM-0306	02/24/06	02/24/06	04/01/06	WILLIAM MARK DAY		AGREEMENT
	400	075-NM-0406	04/06/06	04/24/06	05/15/06	JOSEFINA RENDON		AGREEMENT
	951	092-DH-0305	08/11/06	08/11/06	09/11/06	WILLIAM MARK DAY		AGREEMENT
DEL VALLE ISD (227910)	917	059-DH-0406	04/12/06	04/13/06	05/04/06	LYNN BURNETT	Total Count For DALLAS ISD (057905): 4	AGREEMENT
	537	078-DH-0306	06/09/06	06/12/06	12/07/06	LYNN BURNETT		AGREEMENT
DENTON ISD (062801)	474	082-NM-0606	05/15/06	06/02/06	06/04/06	WILLIAM MARK DAY	Total Count For DEL VALLE ISD (227910): 3	AGREEMENT
	865	015-DH-1005	10/19/05	10/28/05	11/21/05	SHARON BURTON		AGREEMENT
EAST CENTRAL ISD (015911)	840	023-DH-0105	09/21/05	09/27/05	10/06/05	WILLIAM MARK DAY	Total Count For DENTON ISD (062801): 2	NON-AGREEMENT
ETCOK COUNTY ISD (062801)	880	034-DH-0206	03/26/06	03/26/06	03/23/06	JAMES HOLLIS	Total Count For EAST CENTRAL ISD (015911): 1	AGREEMENT
EDGEMOOR ISD (223493)	48	006-NM-1005	09/20/05	09/30/05	10/12/05	LUCIUS BURTON	Total Count For ETCOK COUNTY ISD (062801): 1	AGREEMENT
EL PASO ISD (071902)	174	026-NM-1105	11/18/05	12/02/05	01/30/06	JAMES HOLTZ	Total Count For EDGEMOOR ISD (223493): 1	AGREEMENT
	434	078-NM-0506	04/29/06	05/15/06	06/09/06	JAMES HOLLIS		AGREEMENT
	438	008-NM-1005	10/04/05	10/04/05	10/12/05	JAMES HOLLIS		AGREEMENT
	812	085-NM-0606	06/24/06	06/24/06	06/20/06	JAMES HOLLIS		CANCELLED
ERA ISD (048906)	904	046-DH-0306	03/09/06	03/11/06	04/03/06	SHARON BURTON	Total Count For EL PASO ISD (071902): 4	AGREEMENT
FORNEY ISD (125902)	196	033-NM-1205	12/06/05	12/27/05	01/05/06	LUCIUS BURTON	Total Count For ERA ISD (048906): 1	AGREEMENT
FORT BEND ISD (079902)	406	076-NM-0406	04/19/06	04/27/06	05/24/06	JAMES HOLTZ	Total Count For FORNEY ISD (125902): 1	AGREEMENT
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LEA	ID	Docket #	Date of Request	Action Date	Mediation Date	Mediator	Student	Outcome
FORT BEND ISD (079907)	1443	095-CM-0106	08/24/06	08/30/06	09/15/06	DARREN MILLER		NON-AGREEMENT
GREGORY PORTLAND ISD (205902)	152	040-HM-0106	11/07/05	01/27/06	01/30/06	JAMES HOLTZ	Total Count for GREGORY-PORTLAND ISD (079907): 2	AGREEMENT
GUNTER ISD (091917)	148	012-HM-0106	11/02/05	01/07/06	05/04/06	LUCIUS BUNTON	Total Count for GUNTER ISD (091917): 1	AGREEMENT
HARDIN ISD (146904)	249	004-CM-0105	09/15/05	09/15/05	09/22/05	DARREN MILLER	Total Count for HARDIN ISD (146904): 1	AGREEMENT
HARLINGTON CISD (031903)	564	053-HM-0106	07/17/06	07/27/06	08/03/06	JAMES HOLLIS	Total Count for HARLINGTON CISD (031903): 4	AGREEMENT
HUMBLE ISD (101914)	180	072-HM-0106	11/22/05	04/25/06	04/27/06	LUCIUS BUNTON	Total Count for HUMBLE ISD (101914): 1	AGREEMENT
HUNTSVILLE ISD (236902)	272	019-HM-0106	01/27/06	06/20/06	07/25/06	LUCIUS BUNTON	Total Count for HUNTSVILLE ISD (236902): 1	AGREEMENT
IDEA ACADEMY (108007)	886	012-CM-0106	01/31/06	01/31/06	01/31/06	TONY RAMIREZ III	Total Count for IDEA ACADEMY (108007): 1	AGREEMENT
JOSHUA ISD (126905)	857	016-CM-1005	10/19/05	10/21/05	01/06/06	WILLIAM MARK DAY	Total Count for JOSHUA ISD (126905): 1	AGREEMENT
JUDSON ISD (015916)	854	014-CM-1005	10/11/05	10/27/05	12/08/05	WILLIAM MARK DAY	Total Count for JUDSON ISD (015916): 3	AGREEMENT
	943	014-CM-0706	06/28/06	07/19/06	07/26/06	WILLIAM MARK DAY		AGREEMENT
	944	015-CM-0606	06/28/06	06/28/06	07/26/06	WILLIAM MARK DAY		AGREEMENT
KATY ISD (101914)	164	018-HM-1105	11/15/05	11/16/05	02/20/06	OLIVE RUIZ	Total Count for KATY ISD (101914): 4	NON-AGREEMENT
	814	066-HM-0606	05/23/06	06/16/06	07/13/06	LUCIUS BUNTON		AGREEMENT
	875	022-CM-1105	11/29/05	12/29/05	02/27/06	LUCIUS BUNTON		AGREEMENT
	876	023-CM-1205	11/29/05	12/20/05	02/27/06	LUCIUS BUNTON		AGREEMENT
KAUFMAN ISD (129903)	924	006-CM-0106	07/13/06	07/15/06	08/31/06	ANN WENTZ	Total Count for KAUFMAN ISD (129903): 4	AGREEMENT
						LICKWOOD		
KELLER ISD (220907)	203	012-HM-1205	12/07/05	12/20/05	05/11/06	LUCIUS BUNTON	Total Count for KELLER ISD (220907): 1	CANCELLED
	899	043-CM-0206	02/27/06	02/28/06	05/11/06	SHARON RAMSEY		NON-AGREEMENT
KENNARD ISD (113906)	468	010-HM-0506	05/10/06	05/17/06	05/30/06	LUCIUS BUNTON	Total Count for KENNARD ISD (113906): 4	AGREEMENT

LEA	ID	Docket #	Date of Request	Account Date	Mediation Date	Mediator	Student	Outcome
KERKVILLE ISD (133903)	851	066-CM-0905	09/23/05	10/03/05	10/04/05	JAMES HOLLIS	BRENDA RUDD	AGREEMENT
	936	077-CM-0806	06/01/06	06/01/06	08/02/06			AGREEMENT
KELLOGG ISD (092902)	892	036-CM-0306	02/13/06	02/14/06	03/14/06	WILLIAM MARK DAY		Total Count For KELLOGG ISD (133903): 2 AGREEMENT
KILLEEN ISD (021496)	60	027-CM-1205	09/15/05	12/02/05	02/24/06	JAMES HOLLIS		Total Count For KILLEEN ISD (021496): 4 AGREEMENT
	881	028-CM-0106	01/11/06	01/26/06	02/16/06	WILLIAM MARK DAY		AGREEMENT
KLEIN ISD (101915)	862	013-CM-1005	10/16/05	10/27/05	11/08/05	JAMES HOLLIS		Total Count For KLEIN ISD (101915): 2 AGREEMENT
	926	048-CM-0306	03/22/06	03/23/06	03/31/06	JAMES HOLTZ		AGREEMENT
LA PORTE ISD (101916)	912	054-CM-0406	04/05/06	04/07/06	05/17/06	JAMES HOLTZ		CANCELLED AGREEMENT
	915	057-CM-0406	04/10/06	04/11/06	05/19/06	JAMES HOLTZ		CANCELLED AGREEMENT
	929	080-CM-0606	06/14/06	06/15/06	06/15/06	DEBORAH McELVANEY		CANCELLED AGREEMENT
LA PINEY ISD (254902)	946	087-CM-0706	07/10/06	07/13/06	08/11/06	CARRIEN MILLER		Total Count For LA PINEY ISD (101916): 3 AGREEMENT
LAKE DALLAS ISD (061912)	870	018-CM-1105	11/14/05	11/14/05	11/15/05	BRENDA RUDD		Total Count For LAKE DALLAS ISD (061912): 4 NON-AGREEMENT
LAKE TRAVIS ISD (227911)	913	055-CM-0406	04/07/06	04/10/06	04/24/06	LUCINDA BUNTON		Total Count For LAKE TRAVIS ISD (227911): 1 AGREEMENT
LAWESVILLE ISD (061902)	426	073-CM-0406	04/18/06	04/25/06	05/10/06	SHARON RAMAGE		Total Count For LAWESVILLE ISD (061902): 1 AGREEMENT
LIBERTY HILL ISD (246908)	450	057-CM-0905	09/15/05	09/15/05	03/28/06	LUCILLE DILARD		Total Count For LIBERTY HILL ISD (246908): 1 AGREEMENT
LIBERTY ISD (146906)	887	013-CM-0206	01/12/06	02/02/06	03/17/06	LUCILLE BUNTON		Total Count For LIBERTY ISD (146906): 1 AGREEMENT
LINCOLN ISD (212903)	262	064-HM-0206	01/23/06	02/08/06	02/12/06	JAMES HOLLIS		Total Count For LINCOLN ISD (212903): 1 NON-AGREEMENT
LORENA ISD (161907)	920	052-CM-0406	04/21/06	04/21/06	04/21/06	LYNN RUBINETT		Total Count For LORENA ISD (161907): 1 CANCELLED AGREEMENT
LULING ISD (028902)	902	044-CM-0106	03/07/06	03/07/06	04/01/06	LYNN RUBINETT		Total Count For LULING ISD (028902): 1 AGREEMENT
MAGNOLIA ISD (120906)	879	026-CM-0106	01/05/06	01/22/06	01/27/06	DAUREEN MILLER		Total Count For MAGNOLIA ISD (120906): 1 AGREEMENT

<u>LEA</u>	<u>ID</u>	<u>Social Security</u>	<u>Date of Birth</u>	<u>Account Number</u>	<u>Medication Date</u>	<u>Medication Name</u>	<u>Student</u>	<u>Comments</u>
MCKINNEY ISD (043907)	941	082-DM-0506	05/23/06				SHARON RAMAGE	CANCELLED
MESQUITE ISD (057914)	136	021-HM-1105	10/25/05	1/17/05	12/14/05	SHARON RAMAGE	Total Count For MCKINNEY ISD (043907): 1 AGREEMENT	
	294	064-HM-0106	04/05/06	04/05/06	04/05/06	Gwendolyn Webb	CANCELLED	
MATILIA ISD (163903)	931	072-DM-0606	06/05/06	06/07/06	06/22/06	LUCIUS BUNTON	Total Count For MESQUITE ISD (057914): 2 AGREEMENT	
NEW WALKER ISD (236901)	872	020-DM-1105	1/18/05	1/18/05	01/12/06	WILLIAM MARK DAY	Total Count For MATILIA ISD (163903): 1 AGREEMENT	
NORTH EAST ISD (015910)	150	031-HM-1205	1/10/05	1/21/05	01/13/06	TOMAS RAMIREZ III	Total Count For NEW WALKER ISD (236901): 1 AGREEMENT	
	186	030-HM-1205	1/12/05	1/21/05	01/10/06	TOMAS RAMIREZ III	AGREEMENT	
	292	049-HM-0206	02/08/06	02/08/06	01/09/06	STEVEN ALEMAN	NON-AGREEMENT	
	294	047-HM-0206	02/10/06	02/10/06	01/21/06	TOMAS RAMIREZ III	AGREEMENT	
	330	053-HM-0306	03/01/06	03/01/06	04/10/06	TOMAS RAMIREZ III	AGREEMENT	
	362	057-HM-0306	03/22/06	03/22/06	04/25/06	LUCIUS BUNTON	AGREEMENT	
	366	059-HM-0306	03/22/06	03/22/06	04/05/06	DEBORAH MCILVANEY	AGREEMENT	
	781	034-HM-0106	1/12/05	01/14/05	04/04/06	TOMAS RAMIREZ III	NON-AGREEMENT	
	798	063-HM-0306	03/22/06	03/29/06	04/05/06	DEBORAH MCILVANEY	CANCELLED	
NORTHSIDE ISD (015915)	222	042-HM-0206	1/21/05	02/06/06	02/21/06	JAMES HOLLIS	Total Count For NORTH EAST ISD (015910): 9 AGREEMENT	
	412	061-HM-0606	04/13/06	06/02/06	07/22/06	JAMES HOLLIS	AGREEMENT	
	504	091-HM-0206	05/25/06	07/03/06	08/15/06	JAMES HOLTZ	NON-AGREEMENT	
NORTHSIDE ISD (244905)	286	043-HM-0206	01/23/06	01/25/06	02/20/06	DARREN WILBER	Total Count For NORTHSIDE ISD (015915): 3 AGREEMENT	
OVERTON ISD (261908)	925	047-DM-0206	03/02/06	03/21/06	04/11/06	WILLIAM MARK DAY	Total Count For NORTHSIDE ISD (244905): 2 AGREEMENT	
NORTHWEST ISD (061911)	880	027-DM-0106	01/12/06	01/13/06	01/26/06	OLIVIA RUIZ	NON-AGREEMENT	
OVERTON ISD (261908)	404	068-HM-0406	04/07/06	04/11/06	04/11/06	WILLIAM MARK DAY	Total Count For NORTHWEST ISD (061911): 1 CANCELLED	
PEARLAND ISD (202098)	138	015-HM-1105	10/26/05	1/10/05	02/22/06	LUCRETIA DILLARD	Total Count For OVERTON ISD (261908): 3 AGREEMENT	
	336	063-HM-0106	03/07/06	03/29/06	05/29/06	LUCRETIA DILLARD	NON-AGREEMENT	
	799	063-HM-0306	03/07/06	03/21/06	05/16/06	LUCRETIA DILLARD	NON-AGREEMENT	
PLANO ISD (043910)	96	032-HM-1105	10/11/05	1/2/05	12/23/05	WILLIAM MARK DAY	Total Count For PEARLAND ISD (202098): 3 NON-AGREEMENT	
	871	019-DM-1105	11/04/05	1/11/05	01/04/06	SHARON RAMAGE	AGREEMENT	
	932	073-DM-0606	05/29/06	06/07/06	07/19/06	SHARON RAMAGE	AGREEMENT	

LEA	ID Number	Date of Recount	Accord.	Redistribution Date	Mediator	Student	Outcome
PORT NECHES-GROVES ISD (123908)	280 048-HM-0206	02/03/06	02/22/06	03/07/06	LUCIUS BUNTON	Total Count For PORT NECHES-GROVES ISD (123908) : 3	AGREEMENT
POTTER ISD (007700)	258 074-104-5406	02/20/06	04/25/06	03/08/06	JAMES HOLLES	Total Count For POTTER ISD (007700) : 4	AGREEMENT
RICHARDSON ISD (057916)	310 055-HM-0206	02/21/06	03/15/06	03/24/06	DEBORAH MCVELLEY	Total Count For RICHARDSON ISD (057916) : 4	AGREEMENT
	352 065-HM-0406	03/21/06	03/21/06	04/27/06	SHARON RAMAGE		AGREEMENT
	524 068-HM-0606	06/05/06	06/20/06	06/28/06	SHARON RAMAGE		AGREEMENT
	792 058-HM-0206	03/21/06	03/23/06	03/29/06	SHARON RAMAGE		AGREEMENT
RIMA ISD (214903)	62 010-HM-1005	09/15/05	10/07/05	10/14/05	JAMES HOLLES	Total Count For RIMA ISD (214903) : 4	AGREEMENT
ROUND ROCK ISD (246009)	78 011-HM-1005	10/11/05	10/11/05	10/25/05	LUCIUS BUNTON	Total Count For ROUND ROCK ISD (246009) : 3	AGREEMENT
	226 036-HM-0106	12/22/05	01/04/06	01/20/06	WILLIAM MARK DAY		AGREEMENT
	854 069-DH-1005	10/11/05	10/11/05	10/25/05	LUCIUS BUNTON		AGREEMENT
	855 010-DH-1005	10/11/05	10/11/05	11/07/05	WILLIAM MARK DAY		NON-AGREEMENT
	869 017-DH-1005	14/27/05	14/34/05	14/34/05	LUCIUS BUNTON		AGREEMENT
	890 015-DH-0206	02/09/06	02/09/06	03/02/06	LUCIUS BUNTON		AGREEMENT
	916 026-DH-0406	04/19/06	04/11/06	04/26/06	LUCIUS BUNTON		AGREEMENT
	927 068-DH-0506	05/23/06	05/23/06	05/25/06	LUCIUS BUNTON		NON-AGREEMENT
	933 074-DH-0606	06/08/06	06/08/06	07/10/06	WILLIAM MARK DAY		AGREEMENT
S AND S CISD (091814)	927 049-DH-0306	03/04/06	03/22/06	03/22/06	WILLIAM MARK DAY	Total Count For ROUND ROCK ISD (246009) : 9	CANCELED
SANTA FE ISD (084909)	930 071-CM-0606	06/01/06	06/05/06	07/12/06	JAMES HOLTZ	Total Count For S AND S CISD (091814) : 3	AGREEMENT
SENTRAL ISD (081903)	853 068-DH-1005	10/05/05	10/10/05	11/07/05	Gwendolin WEBB	Total Count For SENTRAL ISD (081903) : 2	AGREEMENT
SENTON ISD (205906)	456 092-HM-0206	05/08/06	07/20/06	08/01/06	JANIS HERD	Total Count For SENTON ISD (205906) : 3	AGREEMENT
SOCORRO ISD (071909)	950 091-DH-0806	08/04/06	08/10/06	09/19/06	THOMAS RAMIREZ III	Total Count For SOCORRO ISD (071909) : 3	AGREEMENT
TAITT ISD (255907)	922 064-DH-0506	04/12/06	05/04/06	05/10/06	OLVIA RUIZ	Total Count For TAITT ISD (255907) : 4	AGREEMENT
TEMPLE ISD (014909)	652 077-DH-1005	10/03/05	10/03/05	10/25/05	WILLIAM MARK DAY	Total Count For TEMPLE ISD (014909) : 4	NON-AGREEMENT

LEA	ID	Schedule #	Date of Document	Account Date	Reduction Date	Mediator	Student	Outcome
TERRELL COUNTY ISD (222901)	926	007-DH-0006	02/21/06	05/22/06	05/25/06	DEBORAH MCILVANEY		Total Count for TERRELL COUNTY ISD (222901): 1 AGREEMENT
THE TOPS SCHOOL INTERNATIONAL (220801)	480	017-HH-0006	02/15/06	06/16/06	06/26/06	LUCIUS BURTON		Total Count for THE TOPS SCHOOL INTERNATIONAL (220801): 1 NON AGREEMENT
TYLER ISD (212905)	218	035-HM-0106	12/15/05	01/04/06	01/23/06	LUCIUS BURTON		Total Count for TYLER ISD (212905): 1 AGREEMENT
VIDOR ISD (181907)	100	042-DH-0006	02/28/06	03/07/06	03/28/06	LUCIUS BURTON		Total Count for VIDOR ISD (181907): 1 AGREEMENT
WACO ISD (161914)	901	043-DH-0006	02/27/06	03/01/06	03/29/06	LUCIUS BURTON		Total Count for WACO ISD (161914): 1 AGREEMENT
WEATHERFORD ISD (184903)	178	035-HH-1205	11/21/05	12/01/05	12/20/05	LUCIUS BURTON		Total Count for WEATHERFORD ISD (184903): 1 AGREEMENT
WEIMAR ISD (045905)	124	019-HH-1105	10/23/05	11/22/05	12/02/06	JAMES HOLLIS		Total Count for WEIMAR ISD (045905): 1 NON AGREEMENT
	126	020-HH-1105	10/21/05	11/22/05	12/02/06	JAMES HOLTZ		NON AGREEMENT
WESLACO ISD (108913)	476	090-HH-0006	05/15/06	06/28/06	07/20/06	JAMES HOLTZ		Total Count for WESLACO ISD (108913): 2 AGREEMENT
WEST CSD ISD (178915)	70	009-HH-1005	09/27/05	09/27/05	10/05/05	LUCIUS BURTON		Total Count for WEST CSD ISD (178915): 1 AGREEMENT
	106	017-HH-1005	10/12/05	11/10/05	11/11/05	LUCIUS BURTON		AGREEMENT
	570	094-HH-0006	08/24/06	08/24/06	09/03/06	JAMES HOLLIS		AGREEMENT
WEST RUSK ISD (701914)	894	901-CM-1005	10/11/05	10/11/05	10/19/05	WILLIAM MARK DAY		Total Count for WEST RUSK ISD (701914): 1 AGREEMENT
WILLIS ISD (170904)	897	039-DH-0206	02/22/06	02/23/06	04/28/06	LUCERITA DELARD		Total Count for WILLIS ISD (170904): 1 AGREEMENT
YSLETA ISD (071905)	919	001-DH-0006	04/17/06	04/20/06	05/12/06	TOMAS RAMIREZ III		Total Count for YSLETA ISD (071905): 1 AGREEMENT
	923	045-DH-0506	05/23/06	05/23/06	05/14/06	TOMAS RAMIREZ III		AGREEMENT
	929	070-DH-0006	05/30/06	05/30/06	06/07/06	TOMAS RAMIREZ III		AGREEMENT
								Total Count for YSLETA ISD (071905): 3

Report Total Count: 176

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Mediation Docket Detail Report
BY LEA

Centralized & Decentralized Monitoring Management System (CJMS)

LEA	ID	Casefile	Account	Entered	Date	Mediator	Status	Comments
ALAMO HEIGHTS ISD (015901)	1413	015-HM-1106	11/03/06	11/09/06	12/15/06	WILLIAM MARK DAY	NON-AGREEMENT	
ALAMO HEIGHTS ISD (015901)	1581	016-HM-1106	11/03/06	11/09/06	12/15/06	WILLIAM MARK DAY	NON-AGREEMENT	
ANDREWS ISD (022001)	1338	002-CM-0006	09/15/06	09/15/06	09/22/06	LUCIUS BURTON	Total Count For ALAMO HEIGHTS ISD (015901): 2 AGREEMENT	
ANDREWS ISD (022001)	1196	013-HM-1444	11/03/06	11/03/06	01/05/07	REINHOLD RAMAGE	Total Count For ANDREWS ISD (022001): 1 AGREEMENT	
ANDREWS ISD (022001)	1783	030-CM-1206	12/22/06	01/05/07	02/23/07	JAMES HOLLES	CANCELLED	
ANDREWS ISD (022001)	2082	040-CM-0307	03/21/07	03/23/07	04/02/07	TOMAS RAMIREZ III	NON-AGREEMENT	
AUSTIN ISD (227901)	1342	001-HM-0906	09/13/06	09/20/06	09/28/06	WILLIAM MARK DAY	Total Count For ARLINGTON ISD (220001): 3 NON-AGREEMENT	
AUSTIN ISD (227901)	1470	012-CM-1006	10/16/06	10/17/06	11/03/06	WILLIAM MARK DAY	NON-AGREEMENT	
AUSTIN ISD (227901)	1510	013-HM-1006	10/24/06	10/25/06	11/27/06	DARREN MILLER	NON-AGREEMENT	
AUSTIN ISD (227901)	1679	025-HM-1206	12/08/06	12/07/06	02/05/07	WILLIAM MARK DAY	NON-AGREEMENT	
AUSTIN ISD (227901)	1722	027-CM-1206	12/01/06	12/06/06	12/20/06	WILLIAM MARK DAY	NON-AGREEMENT	
AUSTIN ISD (227901)	2126	025-HM-0307	03/29/07	03/27/07	04/11/07	WILLIAM MARK DAY	CANCELLED	
AUSTIN ISD (227901)	2138	057-HM-0307	03/20/07	03/20/07	03/20/07	WILLIAM MARK DAY	NON-AGREEMENT	
AUSTIN ISD (227901)	2217	049-CM-0407	04/20/07	04/25/07	05/09/07	LUCIUS BURTON	NON-AGREEMENT	
AUSTIN ISD (227901)	2289	068-HM-0307	05/01/07	05/02/07	05/15/07	ANN VEVER	NON-AGREEMENT	
AUSTIN ISD (227901)	2367	075-HM-0307	05/23/07	05/23/07	05/24/07	ANN VEVER	NON-AGREEMENT	
AUSTIN ISD (227901)	2367	075-HM-0307	05/23/07	05/23/07	05/24/07	LOCKWOOD	NON-AGREEMENT	
BANQUETTE ISD (175911)	1864	034-CM-0107	01/18/07	01/26/07	02/20/07	JAMES HOLLES	Total Count For AUSTIN ISD (227901): 10 AGREEMENT	
BANQUETTE ISD (175911)	1865	035-CM-0107	01/18/07	01/26/07	01/26/07	JAMES HOLLES	NON-AGREEMENT	
BANQUETTE ISD (175911)	2401	076-CM-0507	05/23/07	05/21/07	10/26/07	LUCRETIA DILLARD	CANCELLED	
BARRIBERS HILL ISD (023602)	1356	006-HM-1006	10/10/06	10/10/06	11/24/06	JAMES HOLTZ	Total Count For BANQUETTE ISD (175911): 2 AGREEMENT	
BARRIBERS HILL ISD (023602)	1471	013-CM-1006	10/15/06	10/17/06	11/13/06	DARREN MILLER	NON-AGREEMENT	
BARRIBERS HILL ISD (023602)	2282	055-CM-0507	05/01/07	05/10/07	05/12/07	WILLIAM MARK DAY	CANCELLED	
BEAUMONT ISD (122940)	1776	029-CM-1206	12/14/06	01/05/07	01/22/07	ANN VEVER	Total Count For BEAUMONT ISD (122940): 3 AGREEMENT	
BEAUMONT ISD (122940)	2316	071-HM-0507	05/14/07	05/21/07	06/11/07	WILLIAM MARK DAY	NON-AGREEMENT	
BLANCO ISD (015901)	2316	071-HM-0507	05/14/07	05/21/07	06/11/07	WILLIAM MARK DAY	Total Count For BLANCO ISD (015901): 1 AGREEMENT	
BLONDESMITH ISD (015901)	2316	071-HM-0507	05/14/07	05/21/07	06/11/07	WILLIAM MARK DAY	NON-AGREEMENT	

LEA	ID	Docket #	Date of Request	Access Date	Mediation Date	Mediator	Student	Outcome
BROOKSMITH ISD (021901)	2319	072-HM-0907	05/14/07	05/17/07	05/11/07	WILLIAM MARK DAY	Total Count For BROOKSMITH ISD (021901): 2	AGREEMENT
BROWNSTVILLE ISD (031901)	1500	022-HM-1106	11/28/06	11/28/06	12/01/06	LUCIUS BUNTON	Total Count For BROWNSTVILLE ISD (031901): 2	AGREEMENT
	1659	024-HM-1206	12/06/06	12/06/06	12/06/06	JAMES HOLLIS		AGREEMENT
	2639	051-HM-0307	03/09/07	03/09/07	03/29/07	JAMES HOLLIS		AGREEMENT
	2279	065-HM-0507	05/02/07	05/02/07	05/07/07	LUCIUS BUNTON		AGREEMENT
	2480	066-HM-0507	05/02/07	05/02/07	05/08/07	JAMES HOLLIS		AGREEMENT
	2422	078-HM-0607	06/12/07	06/12/07	06/12/07	JAMES HOLLIS		AGREEMENT
	2455	072-DH-0607	06/14/07	06/29/07	07/31/07	OLIVIA RUIZ		AGREEMENT
	2460	081-HM-0607	06/20/07	06/20/07	07/19/07	JAMES HOLTZ		AGREEMENT
BURNHAM WOOD CHARTER SCHOOL (071801)	1472	014-DH-1006	10/11/06	10/12/06	11/07/06	TOMAS RAMIREZ III	Total Count For BURNHAM WOOD CHARTER SCHOOL (071801): 4	AGREEMENT
CALallen ISD (178901)	1439	020-HM-1106	11/28/06	11/28/06	12/11/06	LUCIUS BUNTON	Total Count For CALallen ISD (178901): 4	AGREEMENT
	1616	021-HM-1106	11/27/06	11/28/06	12/08/06	JAMES HOLLIS		AGREEMENT
	2035	049-HM-0307	03/07/07	03/09/07	03/09/07	LUCIUS BUNTON		AGREEMENT
	2636	050-HM-0307	03/07/07	03/07/07	03/09/07	LUCIUS BUNTON		AGREEMENT
CHILDRESS ISD (018901)	2512	072-DH-0707	07/21/07	07/23/07	08/15/07	LUCIUS BUNTON	Total Count For CHILDRESS ISD (018901): 2	AGREEMENT
CHINA SPRING ISD (161901)	1986	047-HM-0207	02/16/07	02/16/07	02/19/07	LUCIUS BUNTON	Total Count For CHINA SPRING ISD (161901): 3	AGREEMENT
	2429	075-DH-0607	05/14/07	05/09/07	06/24/07	ANN VENIER		AGREEMENT
	2636	052-HM-0307	03/07/07	03/07/07	03/09/07	LOCKWOOD		AGREEMENT
CLEAR CREEK ISD (084910)	3112	062-HM-0906	09/20/06	09/21/06	09/27/06	ANN VENIER	Total Count For CLEAR CREEK ISD (084910): 2	AGREEMENT
	2099	054-HM-0307	03/23/07	03/23/07	04/13/07	LUCIUS BUNTON		AGREEMENT
	2187	046-DH-0407	04/12/07	04/13/07	06/28/07	DAUREEN MELLER		AGREEMENT
COLLEGE STATION ISD (021901)	1362	007-DH-0906	09/19/06	09/28/06	10/20/06	OLIVIA RUIZ	Total Count For COLLEGE STATION ISD (021901): 3	NON-AGREEMENT
CONNALLY ISD (161921)	1387	023-HM-1006	10/09/06	10/09/06	10/09/06	LUCIUS BUNTON	Total Count For CONNALLY ISD (161921): 1	CANCELLED
CORPUS CHRISTI ISD (170902)	1339	021-DH-0906	09/07/06	09/19/06	10/21/06	DEBORAH MCILVANEY	Total Count For CORPUS CHRISTI ISD (170902): 1	AGREEMENT
	2474	072-DH-0707	07/05/07	07/12/07	08/01/07	LURICETTA DILLARD		AGREEMENT
COPPELL ISD (0517922)	1368	014-HM-1106	09/28/06	11/07/06	11/29/06	DEBORAH MCILVANEY	Total Count For COPPELL ISD (0517922): 2	AGREEMENT
	1642	024-DH-1106	11/21/06	11/21/06	12/05/06	JAMES HOLTZ		AGREEMENT
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<u>Lea</u>	<u>ID</u>	<u>Scholar</u>	<u>Date of Birth</u>	<u>Age/Grade</u>	<u>Accord.</u>	<u>Status</u>	<u>Moderator</u>	<u>Mediator</u>	<u>Student</u>	<u>Outcome</u>
COPPELL ISD (057922)	2464	074-CM-0607	06/28/07	07/27/07		08/09/07		DEBORAH McELVANEY		NON-AGREEMENT
CORPUS CHRISTI ISD (129904)	1408	08-1HM-1006	10/21/96	10/21/06	10/21/06	10/21/06	JAMES HOLTZ		Total Count for COPPELL ISD (057922): 3	
	1410	099-1HM-1006	10/21/96	10/21/06	10/21/06	10/21/06	JAMES HOLTZ		AGREEMENT	
	2494	085-1HM-0707	07/12/07	07/12/07	07/24/07	07/24/07	JAMES HOLTZ		AGREEMENT	
CRANDALL ISD (129901)	1675	025-CM-1108	11/21/06	11/20/06	12/20/06	12/20/06	ANN VENIER		Total Count for CORPUS CHRISTI ISD (129904): 3	
	2277	064-HM-0507	05/03/07	05/03/07	05/17/07	05/17/07	ANN VENIER		AGREEMENT	
	2373	062-CM-0507	05/25/07	05/25/07	06/05/07	06/05/07	TOMAS RAMIREZ III		Total Count for CRANDALL ISD (129901): 2	
CHILOE BISON COUNTY-ALLAMORE ISD (055901)	1597	019-HM-1106	11/20/06	11/20/06	01/31/07	01/31/07	JAMES HOLTZ		Total Count for CHILOE BISON COUNTY-ALLAMORE ISD (055901): 1	
CYPRESS-FAIRBANKS ISD (101907)	1525	015-CM-1006	10/19/06	10/24/06	05/21/07	06/18/07	SHARON RAMEGE		Total Count for CYPRESS-FAIRBANKS ISD (101907): 1	
DALLAS ISD (057905)	2148	060-CM-0507	04/21/07	04/21/07	06/19/07	06/19/07	DEBORAH McELVANEY		CANCELLED	
	2400	073-HM-0507	05/29/07	05/29/07	06/01/07	06/19/07			AGREEMENT	
DEL VALLE ISD (227910)	1337	001-CM-0906	09/15/06	09/15/06	09/18/06	09/18/06	LUCIUS BUNTON		NON-AGREEMENT	
	2199	047-CM-0407	04/15/07	04/15/07	04/25/07	04/25/07	LUCIUS BUNTON		NON-AGREEMENT	
	2259	053-CM-0407	04/25/07	04/25/07	05/15/07	05/15/07	LYNN RUBINETT		AGREEMENT	
CHICKASAW ISD (054901)	1972	038-CM-0207	02/20/07	02/26/07	04/25/07	04/25/07	OLIVIA RUFF		Total Count for DEL VALLE ISD (227910): 3	
EANES ISD (227909)	6108	031-HM-1206	12/15/06	12/15/06	12/20/06	12/20/06	LUCIUS BUNTON		AGREEMENT	
	2030	052-HM-0307	03/05/07	03/18/07	03/29/07	03/29/07	LYNN RUBINETT		NON-AGREEMENT	
	2142	044-CM-0107	03/30/07	03/30/07	04/27/07	04/27/07	LUCIUS BUNTON		AGREEMENT	
	2147	059-HM-0407	04/02/07	04/02/07	04/19/07	04/19/07	LYNN RUBINETT		AGREEMENT	
	2454	060-CM-0407	04/15/07	04/22/07	06/14/07	06/14/07			Total Count for EANES ISD (227909): 5	
ECTOR COUNTY ISD (068901)	2108	058-HM-0307	03/29/07	03/29/07	05/18/07	05/18/07	LUCIUS BUNTON		NON-AGREEMENT	
EL PASO ISD (071902)	1973	046-HM-0207	02/29/07	02/29/07	03/08/07	03/08/07	LUCIETTA DILAND		Total Count for ECTOR COUNTY ISD (068901): 1	
	2257	050-CM-0407	04/25/07	04/25/07	05/02/07	05/02/07	TOMAS RAMIREZ III		NON-AGREEMENT	
FORT STOCKTON ISD (079907)	2308	056-CM-0507	05/08/07	05/15/07	06/21/07	06/21/07	DARREN MILLER		Total Count for EL PASO ISD (071902): 2	
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FORT BEND ISD (079907)	2473	083-HM-0707	07/05/07 08/08/07	07/05/07 08/08/07	08/31/07	DARREN MILLER, TOMAS RAMIREZ III		CANCELLED AGREEMENT
GRAPENEVE-COLLEVILLE ISD (220906)	1586	018-HM-1106	11/02/06	11/11/06	02/20/07	Gwendolyn WEBB		Total Count for FORT BEND ISD (079907): 3 AGREEMENT
GRAPENEVE-COLLEVILLE ISD (220906)	2305	057-DH-2507	05/07/07	05/15/07	06/20/07	DEBORAH McELVANEY		NON-AGREEMENT
HALLSBURG ISD (161924)	2931	011-CM-2007	08/03/07	08/07/07	08/25/07	ANN VENIER, LOCKWOOD		Total Count for GRAPENEVE-COLLEVILLE ISD (220906): 2 AGREEMENT
HARLINGEN CISD (031903)	1927	044-HM-0207	02/09/07	02/09/07	02/15/07	LUCIUS BUNTON		Total Count for HARLINGEN CISD (031903): 4 AGREEMENT
HARLINGEN CISD (031903)	2991	017-CM-0307	08/20/07	08/20/07	10/12/07	LUMIAS RAMPHEZ III		AGREEMENT
HARLINGEN CISD (031903)	2992	010-DH-0107	08/20/07	08/06/07	10/15/07	TOMAS RAMIREZ III		AGREEMENT
HARLINGEN CISD (031903)	2993	011-CM-0107	08/20/07	08/06/07	10/15/07	TOMAS RAMIREZ III		AGREEMENT
HIGHLAND PARK ISD (057911)	2034	039-DH-0307	03/06/07	03/06/07	03/21/07	JAMES HOLLIS		Total Count for HARLINGEN CISD (031903): 4 AGREEMENT
HIGHLAND PARK ISD (057911)	1592	018-CM-1106	1/20/06	1/19/06	1/24/07	DARREN MILLER		AGREEMENT
HIGHLAND PARK ISD (057911)	2295	070-HM-0507	05/07/07	05/12/07	06/15/07	LUCIUS BUNTON		AGREEMENT
HIGHLAND PARK ISD (057911)	2424	079-HM-0607	06/11/07	06/12/07	07/17/07	LUCRETIA OLLARD		NON-AGREEMENT
HIGHLAND PARK ISD (057911)	2594	095-HM-0807	08/28/07	08/31/07	09/14/07	LUCIUS BUNTON		NON-AGREEMENT
HIGHLAND PARK ISD (057911)	2995	046-HM-0807	08/28/07	08/31/07	09/14/07	LUCIUS BUNTON		NON-AGREEMENT
HILFHORN ISD (101925)	3709	015-DH-0307	01/09/07	01/12/07	02/05/07	LUCIUS BUNTON		Total Count for HILFHORN ISD (101925): 3 AGREEMENT
HILFHORN ISD (101925)	2589	077-DH-0807	08/27/07	08/30/07	09/26/07	BRENDA RUCCO		CANCELLED
HUMBLE ISD (101913)	1462	010-DH-1006	10/11/06	10/12/06	11/15/06	LUCIUS BUNTON		Total Count for HUMBLE ISD (101913): 2 AGREEMENT
HUMBLE ISD (101913)	1463	011-CM-1006	10/11/06	10/11/06	11/15/06	LUCIUS BUNTON		AGREEMENT
HUMBLE ISD (101913)	1629	030-HM-1206	12/12/06	12/14/06	01/29/07	LUCIUS BUNTON		CANCELLED
HUMBLE ISD (101913)	1980	037-DH-0307	02/16/07	02/18/07	03/26/07	LUCIUS BUNTON		NON-AGREEMENT
HUMBLE ISD (101913)	2128	041-DH-0307	03/27/07	03/27/07	04/18/07	LUCIUS BUNTON		NON-AGREEMENT
HUMBLE ISD (101913)	2129	042-DH-0307	03/27/07	03/27/07	04/18/07	LUCIUS BUNTON		NON-AGREEMENT
HUMBLE ISD (101913)	2296	069-HM-0507	05/07/07	05/05/07	08/15/07	ANN VENIER, LOCKWOOD		NON-AGREEMENT
HUTTO ISD (240909)	2299	012-HM-0607	04/20/07	05/02/07	05/18/07	WILLIAM PARK DAY		NON-AGREEMENT
HUTTO ISD (240909)	2606	097-HM-0807	08/23/07	08/04/07	11/09/07	JAMES HOLTZ, ANN VENIER, LOCKWOOD		Total Count for HUTTO ISD (240909): 9 NON-AGREEMENT

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JUDSON ISD (015916)	1592	023-HM-1226	12/19/06	12/20/06	01/21/07	JAMES HOLTZ	Total Count for JUDSON ISD (015916): 1	AGREEMENT
	1618	033-HM-1226	12/19/06	12/20/06	01/22/07	JAMES HOLTZ		AGREEMENT
	1620	034-HM-1226	12/19/06	12/20/06	01/22/07	CARREN MILLER		AGREEMENT
	1622	035-HM-1226	12/19/06	12/20/06	01/22/07	CARREN MILLER		AGREEMENT
	2267	062-HM-0407	04/30/07	05/01/07	05/11/07	LUCIUS BUNTON		AGREEMENT
KATY ISD (101914)	1375	064-HM-1006	10/05/06	10/10/06	11/29/06	LUCIUS BUNTON	Total Count for KATY ISD (101914): 3	NON-AGREEMENT
	1327	041-HM-0107	01/25/07	01/25/07	03/26/07	LUCRETIA OLLARD		AGREEMENT
KILLEEN ISD (014906)	2457	070-CM-0607	06/25/07	07/15/07	09/24/07	LUCIUS BUNTON	Total Count for KILLEEN ISD (014906): 2	AGREEMENT
KINGSVILLE ISD (137901)	1819	043-HM-0107	01/31/07	01/31/07	02/28/07	LUCIUS BUNTON	Total Count for KINGSVILLE ISD (137901): 6	AGREEMENT
	2516	059-HM-0707	07/24/07	07/24/07	07/25/07	JAMES HOLLS		AGREEMENT
	2517	070-HM-0707	07/24/07	07/24/07	07/30/07	JAMES HOLLS		AGREEMENT
	2518	081-HM-0707	07/24/07	07/24/07	07/30/07	JAMES HOLLS		AGREEMENT
	2519	092-HM-0707	07/24/07	07/24/07	07/30/07	JAMES HOLLS		AGREEMENT
	2520	053-HM-0707	07/24/07	07/24/07	07/30/07	JAMES HOLLS		AGREEMENT
KLEIN ISD (102945)	2508	009-CM-0107	07/19/07	07/19/07	07/31/07	CARREN MILLER	Total Count for KLEIN ISD (102945): 4	NON-AGREEMENT
LAMAR CISD (079001)	1402	017-HM-1106	10/16/06	11/10/06	11/27/06	LUCRETIA OLLARD	Total Count for LAMAR CISD (079001): 1	AGREEMENT
LEANDER ISD (246913)	1442	010-HM-1006	10/23/06	10/24/06	03/06/07	LUCIUS BUNTON	Total Count for LEANDER ISD (246913): 2	AGREEMENT
	2364	074-HM-0507	05/23/07	05/23/07	06/04/07	LUCIUS BUNTON		AGREEMENT
LEWISVILLE ISD (061902)	1461	009-CM-1006	10/12/06	10/13/06	10/30/06	CARREN MILLER	Total Count for LEWISVILLE ISD (061902): 3	AGREEMENT
	1780	028-CM-1206	12/19/06	12/19/06	02/19/07	CARREN MILLER		AGREEMENT
	1786	039-HM-0107	01/18/07	01/18/07	02/09/07	LYNN ROBINETT		NON-AGREEMENT
LEXINGTON ISD (144902)	1468	012-HM-1006	10/25/06	10/30/06	11/29/06	ANN VIEVER	Total Count for LEXINGTON ISD (144902): 3	AGREEMENT
	2507	086-HM-0707	07/19/07	07/19/07	08/13/07	WILLIAM MARK DAY		NON-AGREEMENT
LUFKIN ISD (003901)	1412	006-CM-0906	09/22/06	09/24/06	01/20/07	LYNN ROBINETT	Total Count for LUFKIN ISD (003901): 1	AGREEMENT
	2228	006-CM-0407	04/23/07	04/23/07	05/15/07	LYNN ROBINETT		AGREEMENT
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MARSHALL ISD (102902)	2427	026-CM-06027	05/12/07	05/25/07	07/24/07	JAMES HOLLIS	Total Count for MARSHALL ISD (102902): 2 AGREEMENT	
MCCALLEN ISD (118092)	1524	029-HH-12006	12/14/06	12/14/06	01/08/07	LUCIUS BUNTON	Total Count for MCCALLEN ISD (118092): 1 AGREEMENT	
MCKINNEY ISD (0429907)	1672	021-CM-1106	11/16/06	11/16/06	12/20/06	SHARON RAMAGE	Total Count for MCKINNEY ISD (0429907): 1 AGREEMENT	
MEQUITE ISD (057944)	2312	066-CM-0507	05/12/07	06/12/07	07/12/07	SHERRY WETZCH	Total Count for MEQUITE ISD (057944): 2 NON-AGREEMENT	
MIDLAND ISD (105901)	1677	022-CM-1106	11/15/06	11/17/06	12/08/06	Gwendolyn Webb	Total Count for MIDLAND ISD (105901): 2 NON-AGREEMENT	
MIDWAY ISD (039945)	2205	048-CM-0407	04/18/07	04/18/07	04/23/07	LUCIUS BUNTON	Total Count for MIDWAY ISD (039945): 1 NON-AGREEMENT	
MEEDVILLE ISD (0729946)	2363	037-CM-0507	05/22/07	05/22/07	06/12/07	LUCIUS BUNTON	Total Count for MEEDVILLE ISD (0729946): 1 AGREEMENT	
NW FRONTIERS CHARTER SCHOOL (015805)	1543	036-CM-1006	10/25/06	10/25/06	11/17/06	LUCIUS BUNTON	Total Count for NW FRONTIERS CHARTER SCHOOL (015805): 1 AGREEMENT	
NORTH EAST ISD (0459910)	2087	053-HH-0307	03/21/07	03/21/07	04/16/07	LUCIUS BUNTON	Total Count for NORTH EAST ISD (0459910): 1 NON-AGREEMENT	
NORTHSIDE ISD (0245915)	2351	073-HH-0507	05/10/07	05/22/07	06/20/07	LUCIUS BUNTON	Total Count for NORTHSIDE ISD (0245915): 1 NON-AGREEMENT	
NORTHWEST ISD (0639111)	1847	042-HH-0107	01/31/07	01/31/07	02/24/07	THOMAS BARNETZ III	Total Count for NORTHWEST ISD (0639111): 1 AGREEMENT	
PALESTINE ISD (0019027)	2230	043-CM-0307	03/27/07	03/27/07	04/18/07	WILLIAM MARK DAY	Total Count for PALESTINE ISD (0019027): 4 AGREEMENT	
PEARLAND ISD (0209008)	2317	053-CM-0507	05/08/07	05/11/07	05/23/07	JAMES HOLLIS	Total Count for PEARLAND ISD (0209008): 2 NON-AGREEMENT	
PEARLAND ISD (0209008)	2433	080-HH-0607	06/15/07	06/15/07	06/21/07	ANN VEXTER LOCKWOOD	Total Count for PEARLAND ISD (0209008): 2 AGREEMENT	
PEARLAND ISD (0209008)	2510	082-HH-0107	03/29/07	07/20/07	09/04/07	JAMES HOLLIS	Total Count for PEARLAND ISD (0209008): 1 NON-AGREEMENT	
PALESTINE ISD (0019027)	1823	040-HH-0107	01/18/07	01/19/07	02/09/07	Gwendolyn Webb	Total Count for PALESTINE ISD (0019027): 4 NON-AGREEMENT	
PALESTINE ISD (0019027)	2037	035-CM-0307	03/08/07	03/14/07	04/19/07	SHERRY WETZCH	Total Count for PALESTINE ISD (0019027): 2 NON-AGREEMENT	
PEARLAND ISD (0209008)	2511	048-HH-0107	07/19/07	07/20/07		CEROBIAH MOELVANY	Total Count for PEARLAND ISD (0209008): 1 NON-AGREEMENT	

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PINE TREE ISD (092904)	1568	019-CM-1106	10/26/06	11/07/06	01/08/07	WILLIAM MARK DAY		CANCELLED
PLANO ISD (043910)	1711	023-HM-1206	12/06/06	12/12/06	12/12/06	BRENDA RUEDO	Total Count For PINE TREE ISD (092904): 1	AGREEMENT
PRINCETON ISD (043911)	2084	029-CM-0307	03/19/07	05/17/07		DEBORAH McELVANITY	Total Count For PRINCETON ISD (043911): 2	CANCELLED
QUINLAN ISD (116909)	2179	045-CM-0407	04/11/07	04/11/07	04/27/07	JAMES HOLLIS	Total Count For QUINLAN ISD (116909): 1	AGREEMENT
RUTHERMAN ISD (1250904)	1915	002-CM-0207	02/07/07	02/25/07	04/05/07	SHARON RAMAGE	Total Count For RUTHERMAN ISD (1250904): 1	AGREEMENT
RIVERA ISD (137903)	1651	037-HM-0107	01/03/07	01/03/07	01/10/07	LUCIUS BUNTON	Total Count For RIVERA ISD (137903): 1	AGREEMENT
ROCKWALL ISD (1399013)	1701	038-HM-0107	01/09/07	01/09/07	02/23/07	SHEREY WETSCH	Total Count For ROCKWALL ISD (1399013): 1	AGREEMENT
ROKWOOD ISD (246609)	2372	011-CM-0107	01/14/07	01/26/07	01/19/07	WILLIAM MARK DAY	Total Count For ROKWOOD ISD (246609): 1	AGREEMENT
SAN BENTO CISD (031912)	2221	060-HM-0407	04/23/07	04/23/07	05/01/07	ANN VENIER	Total Count For ROUND ROCK ISD (246609): 1	NON-AGREEMENT
SAN MARCOS CISD (109902)	2611	078-CM-0807	08/23/07	09/05/07	10/03/07	JAMES HOLLIS	Total Count For SAN MARCOS CISD (031912): 2	AGREEMENT
SINTON ISD (205906)	1479	008-HM-1006	10/03/06	10/10/06	10/10/06	LYNN RUBINBETT	Total Count For SAN MARCOS CISD (109902): 2	CANCELLED
SOCORRO ISD (0711999)	2106	054-CM-0507	05/09/07	05/11/07	06/21/07	LYNN RUBINBETT	Total Count For SINTON ISD (205906): 2	AGREEMENT
SOUTH SAN ANTONIO ISD (015908)	1963	046-HM-0307	02/14/07	02/15/07	02/16/07	JAMES HOLLIS	Total Count For SOUTH SAN ANTONIO ISD (015908): 1	AGREEMENT
SPRING ISD (101919)	1541	020-CM-1106	10/24/06	11/09/06	01/16/07	LUCIUS BUNTON	Total Count For SOUTH SAN ANTONIO ISD (015908): 1	NON-AGREEMENT
STOCCDALE ISD (247906)	1370	005-HM-1006	10/05/06	10/10/06	10/10/06	LUCIUS BUNTON	Total Count For SPRING ISD (101919): 2	AGREEMENT

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STOCKDALE ISD (247905)	1373	007-HH-1206	10/11/06	10/11/06	10/20/06	LUCIUS BUNTON	JAMES HOLLIS	Total Count For STOCKDALE ISD (247905): 3
	1614	026-HH-1206	11/08/06	12/08/06	12/21/06			Total Count For STOCKDALE ISD (247905): 3
TOM BEAN ISD (091918)	1706	025-CM-1106	11/20/06	11/20/06	01/03/07	LUCIUS BUNTON		Total Count For TOM BEAN ISD (091918): 4
TOMBALL ISD (101921)	2352	004-CM-0507	05/22/07	05/25/07	06/25/07	LUCIUS BUNTON		Total Count For TOMBALL ISD (101921): 2
	2353	005-CM-0507	05/22/07	05/25/07	06/25/07	LUCIUS BUNTON		Total Count For TOMBALL ISD (101921): 2
	2354	003-CM-0507	05/22/07	05/25/07	06/13/07	LUCIUS BUNTON		Total Count For TOMBALL ISD (101921): 2
UNITED ISD (240903)	2255	001-HH-0407	04/24/07	04/26/07	05/04/07	LUCIUS BUNTON	JAMES HOLLIS	Total Count For UNITED ISD (240903): 2
	2472	004-HH-0407	07/04/07	07/05/07	08/04/07			Total Count For UNITED ISD (240903): 2
VAN ALSTINE ISD (091904)	2483	007-CM-0507	05/20/07	05/21/07	07/12/07	BIENNA RUOD		Total Count For VAN ALSTINE ISD (091904): 2
VICTORIA ISD (225902)	1625	027-HH-1206	12/11/06	12/12/06	02/02/07	LURINETTA OLLARD		Total Count For VICTORIA ISD (225902): 2
	1627	028-HH-1206	12/11/06	12/12/06	02/01/07	LURINETTA OLLARD		Total Count For VICTORIA ISD (225902): 2
	2288	007-HH-0507	05/07/07	05/07/07	05/24/07	JAMES HOLLIS		Total Count For VICTORIA ISD (225902): 2
VIDOR ISD (181907)	1540	017-HH-1006	10/24/06	10/30/06	11/29/06	DEBORAH MELVANEY		Total Count For VIDOR ISD (181907): 4
	1766	036-HH-1206	12/22/06	12/22/06	01/12/07	JAMES HOLTZ		Total Count For VIDOR ISD (181907): 4
	1940	045-HH-0207	02/08/07	02/12/07	03/10/07	DEBORAH MELVANEY		Total Count For VIDOR ISD (181907): 4
	2131	056-HH-0307	03/28/07	03/28/07	05/08/07	JAMES HOLTZ		Total Count For VIDOR ISD (181907): 4
WACO ISD (161914)	1930	001-CM-0207	02/12/07	02/13/07	03/30/07	TOMAS FAMIEZ III		Total Count For WACO ISD (161914): 2
WEATHERFORD ISD (184903)	1841	016-CM-0207	02/13/07	02/21/07	03/29/07	WILLIAM MARK DAY		Total Count For WEATHERFORD ISD (184903): 2
WHARTON ISD (1241904)	2285	022-CM-0507	05/03/07	05/07/07	05/21/07	LURINETTA OLLARD		Total Count For WHARTON ISD (1241904): 2
WICHITA FALLS ISD (243905)	1829	012-CM-0107	01/13/07	01/15/07	02/08/07	WILLIAM MARK DAY		Total Count For WICHITA FALLS ISD (243905): 2
YOKALM ISD (062903)	2456	008-CM-0607	06/21/07	06/22/07		WILLIAM MARK DAY		Total Count For YOKALM ISD (062903): 2
YSELTA ISD (071905)	1855	013-CM-0107	01/19/07	01/19/07	03/05/07	LUCIUS BUNTON		Total Count For YSELTA ISD (071905): 1

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Complaint & Dispute Resolution Management System (CDRMS)

Mediation Docket Detail Report

By LEA

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ALAMO HEIGHTS ISD (015901)	3545	017-HN-0208	05/07/08		07/21/08			CANCELLED
ALEO ISD (184907)	3604	013-CM-0708	07/14/08					Total Count for ALAMO HEIGHTS ISD (015901): 1 CANCELLED
ALIEP ISD (101903)	3605	006-CM-0708	07/14/08	08/12/08		JAMES HOLLIS, DEBORAH McELVANEY		Total Count for ALEO ISD (184907): 1 CANCELLED
ALLEN ISD (043903)	3644	015-CM-0808	08/12/08	08/28/08				CANCELLED
ALLEN ISD (043903)	2739	013-CM-1007	10/19/07	10/19/07	10/26/07	JAMES HOLTZ		Total Count for ALLEN ISD (043903): 2 AGREEMENT
ANNA ISD (043902)	3437	069-CM-0508	05/21/08	05/29/08	06/10/08	SHARON RAMPAGE		Total Count for ANNA ISD (043902): 1 AGREEMENT
ARLINGTON ISD (220901)	3323	061-CM-0408	04/29/08	05/07/08	06/04/08	DARREN MILLER		Total Count for ARLINGTN ISD (220901): 1 NON-AGREEMENT
ARLINGTON ISD (220901)	3624	122-HM-0708	07/28/08	07/28/08	08/06/08	ANN VENTER, LOCKWOOD		NON-AGREEMENT
ATHENS ISD (107901)	3493	078-CM-0508	05/20/08	06/05/08	06/17/08	BRENDA RUDD		Total Count for ATHENS ISD (107901): 2 AGREEMENT
AUSTIN ISD (127791)	2737	002-CM-1007	10/18/07	10/24/07	11/02/07	LYNN RODRIGUEZ, JAMES HOLLIS, LUCAS BUNTON, GWENDOLYN WEBB		Total Count for ATHENS ISD (107901): 1 AGREEMENT
AUSTIN ISD (127791)	2746	004-CM-1007	10/22/07	10/25/07				CANCELLED
AUSTIN ISD (127791)	2807	016-CM-1107	11/06/07	11/13/07				CANCELLED
AUSTIN ISD (127791)	2842	027-CM-1107	11/19/07	12/04/07	12/13/07			AGREEMENT
AUSTIN ISD (127791)	3106	040-CM-0208	02/22/08	02/22/08	03/07/08	BRENDA RUDD		AGREEMENT
AUSTIN ISD (127791)	3165	050-CM-0308	03/11/08	03/20/08	04/18/08	LUCAS BUNTON		AGREEMENT
AUSTIN ISD (127791)	3458	070-CM-0508	05/21/08	06/02/08	06/19/08	BRENDA RUDD		AGREEMENT
AUSTIN ISD (127791)	3628	094-CM-0708	07/25/08	07/26/08	08/28/08	WILLIAM MARK DAY		NON-AGREEMENT
BAY CITY ISD (112901)	3008	047-HN-0108	01/21/08	01/24/08	02/14/08	LUCAS BUNTON		Total Count for BAY CITY ISD (112901): 8 NON-AGREEMENT
BEAumont ISD (122910)	2595	010-HM-1007	10/04/07	10/06/07	11/12/07	DARREN MILLER		Total Count for BAY CITY ISD (112901): 1 NON-AGREEMENT
BEAumont ISD (122910)	2696	011-HM-1007	10/04/07	10/06/07	11/12/07	DARREN MILLER		NON-AGREEMENT
BEAumont ISD (122910)	2738	018-HM-1007	10/18/07	10/18/07	10/18/07	DARREN MILLER		CANCELLED
BEAumont ISD (122910)	3626	044-CM-0108	01/28/08	02/28/08	04/06/08	BRENDA RUDD		AGREEMENT

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BEAUMONT ISD (123910)	3059	039-CMH-0208	02/08/08	02/21/08	07/21/08	MARY CAROLYN CARMICHAEL, DARRREN MILLER		NON-AGREEMENT
	3555	118-HMH-0608	05/24/08	05/25/08	07/29/08			AGREEMENT
BROWNSVILLE ISD (013901)	3464	102-HMH-0508	05/24/08	05/29/08	06/05/08	JAMES HOLLES	Total Count For BEAUMONT ISD (123910): 6	AGREEMENT
BROWNSVILLE ISD (220902)	3659	099-CMH-0108	06/19/08	06/19/08	09/24/08	GWINNOLYN WEBB	Total Count For BROWNSVILLE ISD (013901): 3	NON-AGREEMENT
BRAZOSPORT ISD (020905)	2838	005-CMH-1107	11/19/07	11/19/07	01/24/08	LUCILLETTA DILLARD	Total Count For BRAZOSPORT ISD (020905): 4	AGREEMENT
	2848	026-HMH-1107	11/19/07	11/19/07	02/18/08	TOMAS RAMIREZ III		AGREEMENT
	3440	032-CMH-1008	04/02/08	04/02/08	04/21/08	THOMAS RAMIREZ III		AGREEMENT
	3459	072-CMH-0508	05/23/08	05/23/08	06/02/08	LUCILLETTA DILLARD		CANCELLED
BROWNSVILLE ISD (021901)	2693	010-BHM-1007	10/01/07	10/01/07	10/17/07	JAMES HOLLES	Total Count For BRAZOSPORT ISD (020905): 4	AGREEMENT
	2694	019-HMH-1007	10/01/07	10/01/07	10/05/07	JAMES HOLLES		AGREEMENT
	2779	023-CMH-1007	10/29/07	11/02/07	12/12/07	ANN VENIER		AGREEMENT
	2790	024-CMH-1007	10/29/07	11/26/07	12/12/07	LOCKWOOD		AGREEMENT
	2781	025-CMH-1007	10/29/07	11/28/07	12/12/07	ANN VENIER		AGREEMENT
	2792	030-HMH-1107	11/01/07	11/01/07	11/06/07	JAMES HOLLES		NON-AGREEMENT
	2813	034-HMH-1107	11/09/07	11/09/07	11/30/07	LUCILUS BUNTON		NON-AGREEMENT
	2884	035-HMH-1207	12/04/07	12/04/07	12/05/07	JAMES HOLLES		AGREEMENT
	2896	033-HMH-1207	12/05/07	12/05/07	12/07/07	JAMES HOLLES		AGREEMENT
	2897	035-HMH-1207	12/05/07	12/05/07	12/07/07	JAMES HOLLES		AGREEMENT
	2898	034-HMH-1207	12/05/07	12/05/07	12/07/07	JAMES HOLLES		AGREEMENT
	2899	035-HMH-1207	12/05/07	12/05/07	12/09/07	OLIVIA RUIZ		AGREEMENT
	2969	044-HMH-0108	01/11/08	01/11/08	01/14/08	LUCILUS BUNTON		NON-AGREEMENT
	3109	024-HMH-0208	02/24/08	02/25/08	02/26/08	JAMES HOLLES		AGREEMENT
	3116	026-HMH-0208	02/26/08	02/26/08	02/27/08	JAMES HOLLES		AGREEMENT
	3133	028-HMH-0308	03/03/08	03/03/08	03/04/08	JAMES HOLTZ		AGREEMENT
	3134	029-HMH-0308	03/03/08	03/03/08	03/04/08	JAMES HOLTZ		AGREEMENT
	3150	040-HMH-0308	03/03/08	03/03/08	03/11/08	GWINNOLYN WEBB		AGREEMENT
	3151	061-HMH-0308	03/07/08	03/07/08	03/10/08	JAMES HOLTZ		AGREEMENT
	3296	078-HMH-0408	04/17/08	04/17/08	04/25/08	JAMES HOLLES		AGREEMENT
	3297	079-HMH-0408	04/17/08	04/17/08	04/25/08	JAMES HOLLES		AGREEMENT
	3299	077-HMH-0408	04/17/08	04/17/08	04/24/08	JAMES HOLLES		AGREEMENT
	3558	117-HMH-0608	05/25/08	05/25/08	06/27/08	JAMES HOLLES		AGREEMENT
	3608	124-HMH-0708	07/16/08	07/16/08	07/31/08	LUCILUS BUNTON		AGREEMENT
	3659	125-HMH-0708	07/19/08	07/21/08	07/22/08	JAMES HOLLES		AGREEMENT
	3615	127-HMH-0708	07/25/08	07/25/08	07/29/08	LUCILUS BUNTON		AGREEMENT

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BROWNSVILLE ISD (031901)	3617	128-HH-0708	07/25/08	07/25/08	07/25/08	JAMES HOLLIS		AGREEMENT
BRYAN ISD (021902)	3192	048-CMH-0308	03/18/08	03/20/08	04/29/08	JAMES HOLTZ	Total Count for BROWNSVILLE ISD (031901): 27	AGREEMENT
BULLARD ISD (212902)	2948	039-HM-1207	12/21/07	12/21/07	02/09/08	LYNN RUBINETT	Total Count for BULLARD ISD (212902): 4	AGREEMENT
CALALLEN ISD (179023)	2793	021-HM-1107	11/02/07	11/02/07	04/25/08	LUCIUS BUNTON	Total Count for CALALLEN ISD (179023): 4	AGREEMENT
	3316	011-HM-0408	04/25/08	04/25/08	04/20/08	JAMES HOLTZ		AGREEMENT
	3678	135-HM-0808	08/26/08	08/26/08	08/27/08	LUCIUS BUNTON		NON-AGREEMENT
CHINA SPRING ISD (1641920)	2858	028-HM-1107	11/26/07	11/26/07	03/04/08	LYNN RUBINETT	Total Count for CHINA SPRING ISD (1641920): 3	NON-AGREEMENT
CLARENDON ISD (065591)	2846	029-HM-1107	11/18/07	11/26/07	12/19/07	LUCIUS BUNTON	Total Count for CLARENDON ISD (065591): 1	AGREEMENT
CLEAR CREEK ISD (094010)	2616	022-CMH-2907	09/05/07	09/10/07	12/12/07	DARREN MILLER	Total Count for CLEAR CREEK ISD (094010): 3	AGREEMENT
	3506	034-CMH-0608	06/05/08	06/18/08	07/10/08	SHERBY WETZEL		NON-AGREEMENT
	3507	023-CMH-0608	06/05/08	06/18/08	07/09/08	SHERBY WETZEL		AGREEMENT
CORRIE ISD (120902)	3236	024-CMH-0408	04/02/08	05/15/08	08/28/08	DEBORAH McEVANEY	Total Count for CORRIE ISD (120902): 2	AGREEMENT
	3568	119-HM-1608	06/26/08	06/26/08		TOMAS RAMIREZ III		CANCELLED
COPPERAS COVE ISD (050910)	2711	021-CMH-1507	10/09/07	10/17/07	11/24/07	LUCIUS BUNTON	Total Count for COPPERAS COVE ISD (050910): 2	CANCELLED
COPPERAS COVE ISD (050910)	3485	074-CMH-0508	05/22/08	05/02/08	05/27/08	LUCIUS BUNTON	Total Count for COPPERAS COVE ISD (050910): 3	NON-AGREEMENT
CORPUS CHRISTI ISD (178904)	2660	034-HM-0907	09/24/07	09/26/07	10/19/07	JAMES HOLLIS	Total Count for CORPUS CHRISTI ISD (178904): 3	NON-AGREEMENT
	2661	025-HM-0907	09/25/07	09/25/07	10/31/07	JAMES HOLLIS		AGREEMENT
	2662	006-HM-0907	09/24/07	09/26/07	10/12/07	JAMES HOLTZ		AGREEMENT
	2812	023-HM-1107	11/08/07	11/08/07	11/29/07	JAMES HOLLIS		AGREEMENT
	2958	043-HM-0108	01/08/08	01/08/08	01/10/08	JAMES HOLLIS		AGREEMENT
	2988	045-HM-0108	01/17/08	01/17/08	01/25/08	JAMES HOLLIS		AGREEMENT
	3023	049-HM-0108	01/29/08	01/29/08	02/21/08	JAMES HOLLIS		AGREEMENT
	3063	021-HM-0208	02/08/08	02/08/08	02/15/08	JAMES HOLLIS		AGREEMENT
	3178	023-HM-0308	03/14/08	03/14/08	03/25/08	JAMES HOLLIS		AGREEMENT
	3185	046-HM-0308	03/12/08	03/12/08	03/26/08	JAMES HOLLIS		AGREEMENT
	3193	046-HM-0308	03/24/08	03/24/08	04/03/08	JAMES HOLLIS		AGREEMENT
	3220	070-HM-0308	03/21/08	03/21/08	04/16/08	JAMES HOLLIS		AGREEMENT

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EARLY ISD (025909)	2856	021-DH-1107	11/20/07	11/26/07	11/30/07	LYNN RUBENETT	Total Count For EARLY ISD (025909): 4	NON-AGREEMENT
ELTON COUNTY ISD (0460011)	3751	012-CM-1007	10/23/07	10/26/07	12/11/07	JAMES HOLLES	Total Count For ELTON COUNTY ISD (0460011): 1	AGREEMENT
EDCOUCH-HLSA ISD (108942)	3387	012-CM-0508	05/21/08	05/20/08	05/27/08	TOMAS RANTHEZ III	Total Count For EDCOUCH-HLSA ISD (108942): 1	AGREEMENT
EDINBURG CISD (108924)	2506	017-HM-1207	12/4/07	12/21/07	12/18/07	OLIVIA RUIZ	Total Count For EDINBURG CISD (108924): 1	AGREEMENT
EL CAMPO ISD (241903)	3158	062-HM-0308	03/03/08	03/10/08	03/12/08	LUCIUS BUNTON	Total Count For EL CAMPO ISD (241903): 2	NON-AGREEMENT
EL PASO ISD (071902)	2806	022-HM-1107	11/07/07	11/07/07	11/15/07	JAMES HOLLES	Total Count For EL PASO ISD (071902): 1	NON-AGREEMENT
	2808	015-DH-1107	11/08/07	11/08/07	01/16/08	LUCRETIA DILLARD		AGREEMENT
	2841	027-HM-1107	11/15/07	11/26/07	12/12/07	BRENDA RUDD		NON-AGREEMENT
FORT BEND ISD (079907)	2811	018-DH-1107	11/04/07	11/13/07	12/11/07	DARREN MILLER	Total Count For FORT BEND ISD (079907): 3	AGREEMENT
	3267	075-HM-0408	04/12/08	04/11/08	04/30/08	LUCIUS BUNTON		AGREEMENT
FORT WORTH ISD (220925)	3049	036-CM-0208	02/07/08	02/08/08	03/11/08	SHARON BANGE	Total Count For FORT WORTH ISD (220925): 2	AGREEMENT
	3386	091-HM-0508	05/11/08	05/13/08	06/04/08	SHARON BANGE		NON-AGREEMENT
GOOSE CREEK CISD (102911)	3542	111-HM-0608	06/19/08	06/15/08	07/18/08	DARREN MILLER	Total Count For GOOSE CREEK CISD (102911): 2	AGREEMENT
GRAVENORNE-HOLLOWVILLE ISD (220936)	3571	134-HM-0508	06/27/08	08/12/08	09/09/08	ANN VEVER	Total Count For GRAVENORNE-HOLLOWVILLE ISD (220936): 2	AGREEMENT
	3625	093-DH-0708	07/26/08	07/26/08	08/06/08	DARREN MILLER		NON-AGREEMENT
HANLIPWOOD CISD (021903)	3433	093-HM-0508	03/22/08	03/22/08	06/09/08	JAMES HOLLES	Total Count For HANLIPWOOD CISD (021903): 2	AGREEMENT
	3436	094-HM-0508	05/22/08	05/22/08	06/10/08	JAMES HOLLES		AGREEMENT
HARMONY SCIENCE ACADEMY (BEAUMONT) (122906)	3589	120-HM-0708	07/07/08	07/07/08	08/04/08	ANN VEVER	Total Count For HARMONY SCIENCE ACADEMY (BEAUMONT) (122906): 1	AGREEMENT
HIGHLAND PARK ISD (057911)	3536	082-CM-0608	08/04/08	08/11/08	09/12/08	SHARON BANGE	Total Count For HIGHLAND PARK ISD (057911): 1	AGREEMENT
	3650	095-DH-0808	08/14/08	08/15/08	09/08/08	LOCKWOOD		NON-AGREEMENT
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								Total Count For HIGHLAND PARK ISD (1079341): 2
HOUSTON ISD (101912)	2911	03B-HM-1207	12/17/07	12/17/07	01/28/08	DARREN MILLER	LUCIUS BUNTON	AGREEMENT
	3256	071-HM-0408	04/09/08	04/09/08	04/22/08	ANN WIEZER	TOMAS RAMIREZ III	AGREEMENT
	3382	012-CM-0508	05/13/08	05/13/08	05/20/08			AGREEMENT
HUFFMAN ISD (101925)	2964	042-HM-0108	01/05/08	01/05/08	03/27/08	BRENDA RUDD		Total Count For HUFFMAN ISD (101925): 3
HUMBLE ISD (101913)	3035	049-CM-0508	06/10/08	07/03/08	07/30/08	ANN WIEZER	LUCIUS BUNTON	Total Count For HUMBLE ISD (101913): 3
	3552	114-HM-0608	06/23/08	06/23/08	06/30/08	LOCKWOOD		NON-AGREEMENT
HUNTINGTON ISD (0029904)	3058	037-CM-0208	02/05/08	02/05/08	02/08/08	JAMES HOLLIS		Total Count For HUNTINGTON ISD (0029904): 2
HURST-BULESS-BEDFORD ISD (220916)	2946	040-HM-1207	12/21/07	12/27/07	04/17/08	LUCIUS BUNTON		Total Count For HURST-BULESS-BEDFORD ISD (220916): 3
INCOLLEGE ISD (202903)	2659	003-HM-0507	08/26/07	09/26/07	10/23/07	JAMES HOLLIS		Total Count For INCOLLEGE ISD (202903): 2
JOSHUA ISD (126905)	3263	076-HM-0408	04/10/08	04/17/08	04/30/08	TOMAS RAMIREZ III		Total Count For JOSHUA ISD (126905): 2
KATY ISD (101914)	3076	018-CM-0208	02/13/08	02/21/08	02/21/08	DEBORAH McELVANEY	LUCIUS BUNTON	Total Count For KATY ISD (120905): 3
	3098	052-HM-0208	02/20/08	02/21/08	03/04/08	DARREN MILLER	LUCIUS BUNTON	CANCELLED
	3546	050-CM-0508	06/03/08	07/10/08	09/05/08	Lynn RUBINETT	LUCIUS BUNTON	NON-AGREEMENT
	3684	137-HM-0108	08/27/08	08/27/08	10/03/08	LOCKWOOD		AGREEMENT
KERRVILLE ISD (1239002)	3020	024-CM-0108	01/17/08	01/29/08	02/05/08	LUCIUS BUNTON		Total Count For KERRVILLE ISD (1239002): 4
KILLEEN ISD (014906)	2740	015-HM-1007	10/16/07	10/16/07	11/06/07	LUCIUS BUNTON		AGREEMENT
	2845	020-CM-1107	11/16/07	12/22/07	01/18/08	ANN WIEZER		AGREEMENT
	3253	059-CM-0408	04/08/08	04/08/08	04/20/08	LOCKWOOD	LUCIUS BUNTON	AGREEMENT
	3370	048-HM-0508	05/08/08	05/08/08	05/29/08	LYNN RUBINETT		AGREEMENT
	3696	133-HM-0608	06/24/08	06/24/08	09/11/08	ANN WIEZER	LUCIUS BUNTON	AGREEMENT
	3611	126-HM-0708	07/17/08	07/22/08	07/23/08			NON-AGREEMENT
KINGSVILLE ISD (1239053)	2853	025-HM-1107	11/15/07	11/15/07	12/20/07	JAMES HOLLIS		Total Count For KILLEEN ISD (014906): 6
								CANCELLED
								Total Count For KINGSVILLE ISD (1239053): 1

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KLEIN ISD (151915)	2709	013-HH-1007	10/10/07	10/10/07	LUCILLE DILLARD	10/15/07	DARREN MELLER	AGREEMENT
	3529	110-HH-0008	05/13/08	05/13/08		07/07/08		AGREEMENT
LA AMISTAD LOVE & LEARNING ACADEMY (101833)	3305	000-HH-0008	04/18/08	04/18/08	LUCHETTA DILLARD	05/06/08		TOTAL COUNT FOR KLEIN ISD (151915): 2 NON-AGREEMENT
LA GRANGE ISD (075902)	2545	039-CMH-1207	12/20/07	12/27/07	LYNN RUBINETT	04/11/08		TOTAL COUNT FOR LA AMISTAD LOVE & LEARNING ACADEMY (101833): 1 AGREEMENT
LAMAR CISD (079601)	2763	011-CMH-1007	10/23/07	10/25/07	CANDREN MELLER	11/29/07	DARREN MELLER	AGREEMENT
	3385	010-HH-0508	05/12/08	05/13/08	CANDREN MELLER	05/27/08		AGREEMENT
	3436	056-CMH-0008	05/23/08	05/23/08	LUCELINE BUNTON	06/04/08		AGREEMENT
LEANDER ISD (246913)	3104	042-CMH-0208	02/15/08	02/27/08	LYNN RUBINETT			CANCELLED
	3291	056-CMH-0408	04/16/08	04/17/08	WILLIAM MARK DAY	05/01/08		AGREEMENT
	3292	037-CMH-0408	04/16/08	04/17/08	WILLIAM MARK DAY	05/01/08		AGREEMENT
LEWISVILLE ISD (061902)	3462	076-CMH-0508	05/28/08	05/04/08	DARREN MELLER	06/25/08	ANN VENTER	AGREEMENT
	3554	115-HH-0008	05/24/08	05/24/08	LOCKWOOD	10/06/08		AGREEMENT
LUFKIN ISD (062903)	2629	002-HH-0907	09/18/07	09/20/07	JAMES HOLLIS			TOTAL COUNT FOR LEWISVILLE ISD (061902): 2 AGREEMENT
MCKINNEY ISD (043907)	3653	048-CMH-0608	05/25/08	05/26/08	SHARON RAMAGE	06/19/08		TOTAL COUNT FOR LUFKIN ISD (062903): 1 NON-AGREEMENT
MIDWAY ISD (039905)	2638	004-CMH-0907	09/20/07	09/24/07	ANN VENTER	10/08/07	LOCKWOOD	TOTAL COUNT FOR MCKINNEY ISD (043907): 1 NON-AGREEMENT
MIDWAY ISD (161903)	3061	043-CMH-0208	02/06/08	02/29/08	SHARON RAMAGE	04/10/08		TOTAL COUNT FOR MIDWAY ISD (039905): 1 AGREEMENT
MINOROLA ISD (252903)	3246	015-CMH-0408	04/08/08	04/15/08	SHERSY METSCH			TOTAL COUNT FOR MIDWAY ISD (161903): 1 CANCELLED
MINERAL WELLS ISD (182903)	2625	001-HH-0907	09/14/07	09/14/07	LUCLUS BUNTON	09/18/07		TOTAL COUNT FOR MINOROLA ISD (252903): 1 AGREEMENT
MONTGOMERY ISD (170903)	2951	031-CMH-1207	12/14/07	01/09/08	ANN VENTER	04/25/08	LOCKWOOD	TOTAL COUNT FOR MINERAL WELLS ISD (182903): 1 AGREEMENT
NEW BRAUNFELS ISD (046901)	2728	015-HH-1007	10/17/07	10/17/07	LYNN RUBINETT	11/08/07		TOTAL COUNT FOR MONTGOMERY ISD (170903): 1 AGREEMENT

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NEW FRONTIERS CHARTER SCHOOL (015805)	3149 047-04H-0308	03/05/08	03/10/08	03/28/08	TOMAS RAMIREZ III	Total Count For NEW FRONTIERS CHARTER SCHOOL (015805): 3	Total Count For NEW BRAUNFELS ISD (046001): 1 AGREEMENT
HENTON ISD (176902)	3406 101-1HM-0508	05/13/08	05/29/08		CARREN MILLER	Total Count For HENTON ISD (176902): 3	CANCELLED
NORTH EAST ISD (015910)	3038 050-1HM-0208	02/01/08	02/08/08	02/15/08	WILLIAM MARK DAY	Total Count For NORTH EAST ISD (015910): 3	AGREEMENT
	3227 069-1HM-0308	03/28/08	03/29/08	04/30/08	WILLIAM MARK DAY		NON-AGREEMENT
	3355 060-CHM-0508	05/02/08	05/02/08	05/21/08	WILLIAM MARK DAY		AGREEMENT
	3444 068-1HM-0508	05/29/08	05/29/08	06/15/08	TOMAS RAMIREZ III		AGREEMENT
	3445 072-1HM-0508	05/29/08	05/29/08	06/17/08	THOMAS RAMIREZ III		AGREEMENT
	3446 100-1HM-0508	05/29/08	05/29/08	06/17/08	LUCILUS BUNTON		AGREEMENT
	3449 067-CHM-0508	05/27/08	05/28/08	06/09/08	TOMAS RAMIREZ III		NON-AGREEMENT
	3450 048-CHM-0508	05/27/08	05/29/08	06/09/08	TOMAS RAMIREZ III		NON-AGREEMENT
	3519 109-1HM-0608	06/11/08	06/12/08	06/26/08	WILLIAM MARK DAY	Total Count For NORTH EAST ISD (015910): 9	NON-AGREEMENT
COEHEN-EDHLOY ISD (205985)	3553 115-1HM-0608	06/23/08	06/24/08	07/03/08	JAMES HOLLIS	Total Count For COEHEN-EDHLOY ISD (205985): 1	AGREEMENT
PALMER ISD (0709010)	2890 066-CHM-1207	12/05/07	12/05/07	12/11/07	JAMES HOLTZ	Total Count For PALMER ISD (0709010): 1	NON-AGREEMENT
PASADENA ISD (101917)	3645 097-CHM-0108	08/11/08	08/12/08	09/03/08	Gwendolyn WEBB	Total Count For PASADENA ISD (101917): 1	NON-AGREEMENT
PEARLAND ISD (020608)	2636 066-CHM-0907	09/19/07	10/06/07	11/02/07	LUCILUS BUNTON	Total Count For PEARLAND ISD (020608): 1	NON-AGREEMENT
PLUGERVILLE ISD (227904)	2795 013-CHM-1007	10/29/07	11/01/07	12/05/07	LYNN RUBINETT	Total Count For PLUGERVILLE ISD (227904): 1	AGREEMENT
PORT ARANSAS ISD (177801)	3223 068-1HM-0308	03/28/08	03/28/08	04/09/08	LUCILUS BUNTON	Total Count For PORT ARANSAS ISD (177801): 1	AGREEMENT
RICE CISD (045903)	3193 063-CHM-0508	05/13/08	05/21/08	06/06/08	DEBORAH MELVANEY	Total Count For RICE CISD (045903): 1	AGREEMENT
RICHARDSON ISD (057916)	3635 095-CHM-0108	08/04/08	08/04/08	08/28/08	SHARON RAMAGE	Total Count For RICHARDSON ISD (057916): 1	NON-AGREEMENT
RISSEI ISD (161912)	3324 012-1HM-0408	04/29/08	04/29/08	06/27/08	LYNN RUBINETT	Total Count For RISSEI ISD (161912): 3	CANCELLED
	3325 014-1HM-0408	04/29/08	04/29/08	06/27/08	LYNN RUBINETT		AGREEMENT
	3326 083-1HM-0408	04/29/08	04/29/08	06/27/08	LYNN RUBINETT		AGREEMENT

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ROBINSON ISD (161922)	3099	023-HM-0208	02/20/08	02/22/08	03/31/08	ANN WYLER LOCKWOOD		Total Count for ROBINSON ISD (161922): 1	AGREEMENT
ROBINTOWN ISD (178909)	3494	105-HM-0408	06/05/08	06/05/08	06/16/08	JAMES HOLLIS		Total Count for ROBINTOWN ISD (178909): 1	AGREEMENT
ROCKWALL ISD (199901)	2961	041-HM-0108	01/07/08	01/07/08	04/15/08	SHARON RAMAGE		Total Count for ROCKWALL ISD (199901): 1	AGREEMENT
ROUND ROCK ISD (246929)	2902	028-DH-1207	12/07/07	12/13/07	LYNN RUBINETT		CANCELLED		
	3101	057-HM-0208	02/21/08	02/22/08	03/31/08	LUCILUS BUNTON			AGREEMENT
	3105	041-DH-0208	02/21/08	02/21/08	05/16/08	LYNN RUBINETT			AGREEMENT
	3138	067-HM-0308	03/22-2008 03/22-2008	03/22-2008	04/23/08	LUCILUS BUNTON			CANCELLED
	3232	053-DH-0408	04/01/08	04/08/08	04/23/08	LUCILUS BUNTON			AGREEMENT
	3257	054-DH-0408	04/08/08	04/14/08	05/22/08	LYNN RUBINETT			AGREEMENT
	3545	087-DH-0508	04/17/08	04/25/08	07/30/08	MARY CAROLYN CARMICHAEL			AGREEMENT
	3559	086-CM-0608	06/23/08	06/25/08	08/06/08	LYNN RUBINETT			AGREEMENT
	3621	101-CM-0808	08/19/08	08/22/08	12/01/08	OLVIA RUIZ			AGREEMENT
SAIL (227822)								Total Count for SAIL ISD (227822): 8	
	2879	049-CM-1107	11/12/07	03/12/08	06/12/08	LURCHETA DILLARD			AGREEMENT
	3170	009-CM-0308	03/13/08	03/14/08	03/28/08	LURCHETA DILLARD			AGREEMENT
SALADO ISD (014908)	2873	026-DH-1107	11/29/07	11/30/07	12/05/08	JAMES HOLLIS		Total Count for SAIL (227822): 2	
	3258	072-HM-0408	04/10/08	04/12/08	05/05/08	WILLIAM MARK DAY			CANCELLED
SAN ANGELO ISD (226907)	3610	092-CM-0708	07/15/08	07/21/08	07/30/08	WILLIAM MARK DAY		Total Count for SALADO ISD (014908): 2	NON-AGREEMENT
SAN ANTONIO ISD (015907)	2791	019-HM-1107	11/02/07	11/02/07	11/12/07	TOMAS RAMIREZ III		Total Count for SAN ANGELO ISD (226907): 1	NON-AGREEMENT
	2893	031-HM-1207	12/05/07	12/05/07	12/10/07	Gwendolin Webb			AGREEMENT
SAN BENITO CISD (031912)	2987	046-HM-0108	01/17/08	01/17/08	03/05/08	JAMES HOLLIS		Total Count for SAN ANTONIO ISD (015907): 2	NON-AGREEMENT
SAN MARCOS CISD (105902)	2745	010-DH-1007	10/18/07	10/19/07	11/16/07	LYNN RUBINETT			NON-AGREEMENT
SANTA FE CISD (084909)	3465	103-HM-0508	05/20/08	05/20/08	07/01/08	JAMES HOLLIS		Total Count for SAN MARCOS CISD (105902): 1	AGREEMENT
SANTA GERTRUDIS CISD (137904)	3521	107-HM-0608	06/11/08	06/13/08	06/19/08	JAMES HOLLIS		Total Count for SANTA FE CISD (084909): 1	AGREEMENT

LEA	ID	Document #	Date of Request	Account Date	Mediation Date	Mediator	Student	Outcome
SCHERTZ-CIBOLO-U CITY ISD (094902)	2814	017-CM-1107	11/09/07	11/13/07	01/09/08	LYNN RUBINETT		AGREEMENT
	3135	045-CM-0308	03/03/08	03/04/08	03/10/08	LUCIUS BUNTON		AGREEMENT
SCHOOL OF EXCELLENCE IN EDUCATION (012801)	2722	009-CM-1007	10/03/07	10/18/07	11/19/07	JAMES HOLLIS	Total Count for SCHERTZ-CIBOLO-U CITY ISD (094902): 2	NON AGREEMENT
SCHULENBURG ISD (071903)	3235	058-CM-0408	04/02/08	04/21/08	04/21/08	STEVEN ALMAN	Total Count for SCHOOL OF EXCELLENCE IN EDUCATION (012801): 1	CANCELLED
SEASHORE LEARNING CTR CHARTER (118802)	2628	003-CM-0907	09/16/07	09/20/07	09/27/07	LUCIUS BUNTON	Total Count for SEASHORE LEARNING CTR CHARTER (118802): 1	NON AGREEMENT
	2971	033-CM-0108	01/09/08	01/18/08	01/28/08	LUCIUS BUNTON	Total Count for SEASHORE LEARNING CTR CHARTER (118802): 2	NON AGREEMENT
SIRGAIN ISD (094901)	3073	008-CM-0208	02/12/08	02/12/08	02/12/08	WILLIAM MARK DAY	Total Count for SIRGAIN ISD (094901): 2	CANCELLED
	3492	077-CM-0408	04/03/08	04/04/08	04/09/08	LUCIUS BUNTON	Total Count for SIRGAIN ISD (094901): 1	AGREEMENT
SINTON ISD (202906)	2720	014-HH-1007	10/14/07	10/15/07	10/15/07	OLIVIA RUIZ	Total Count for SINTON ISD (094901): 2	NON AGREEMENT
	3432	099-HH-0508	05/26/08	05/26/08	05/26/08	JAMES HOLLIS	Total Count for SINTON ISD (094901): 1	AGREEMENT
	3550	112-HH-0608	06/23/08	06/23/08	06/26/08	JAMES HOLLIS	Total Count for SINTON ISD (094901): 1	AGREEMENT
	3598	123-HH-0708	07/10/08	07/10/08	07/24/08	JAMES HOLLIS	Total Count for SINTON ISD (094901): 1	AGREEMENT
SOCORRO ISD (071909)	2949	032-CM-1207	12/21/07	03/10/08	03/31/08	TOMAS RAMIREZ III	Total Count for SOCORRO ISD (094901): 4	AGREEMENT
SCHENKELLE ISD (021902)	3479	073-CM-0508	05/26/08	05/26/08	06/26/08	GEMINOLYN WEBB	Total Count for SCHENKELLE ISD (094901): 1	NON AGREEMENT
SPRING ISD (101919)	3456	071-CM-0508	05/22/08	06/02/08	06/15/08	DARREN MILLER	Total Count for SPRING ISD (094901): 1	CANCELLED
	3612	014-CM-0708	07/22/08	07/23/08	08/15/08	GEMINOLYN WEBB	Total Count for SPRING ISD (094901): 1	NON AGREEMENT
STAR CHARTER SCHOOL (227814)	3416	075-CM-0608	06/02/08	06/03/08	06/11/08	JAMES HOLLIS	Total Count for STAR CHARTER SCHOOL (227814): 1	NON AGREEMENT
TOHOLLO ISD (071908)	2904	007-CM-1207	12/11/07	12/13/07	12/20/07	TOMAS RAMIREZ III	Total Count for TOHOLLO ISD (094901): 1	AGREEMENT
UNITED ISD (240903)	3596	001-CM-0708	07/13/08	07/15/08	08/07/08	OLIVIA RUIZ	Total Count for UNITED ISD (094901): 1	AGREEMENT
VALDE CISD (222903)	3110	055-HH-0308	02/25/08	02/25/08	02/29/08	JAMES HOLLIS	Total Count for VALDE CISD (094901): 1	AGREEMENT
VENUS ISD (126901)	3384	100-CM-0508	05/21/08	05/21/08	06/21/08	LUCIUS BUNTON	Total Count for VENUS ISD (094901): 1	CANCELLED

LEA	ID	Location #	Date of Assessment	Assessment Name	Mediation Date	Mediator	Student	Outcome
VICTORIA ISD (235902)	3342	069-HM-0508	05/02/08	05/09/08	05/22/08	JAMES HOLLES		Total Count For VICTORIA ISD (126908): 1 NON-AGREEMENT AGREEMENT
	3396	095-HM-0508	05/15/08	05/23/08	06/16/08	JAMES HOLLES		
VIDOR ISD (161907)	2690	007-HM-1007	10/02/07	10/03/07	11/05/07	ANN VENTER		Total Count For VIDOR ISD (235902): 2 AGREEMENT
	3168	010-CM-0208	03/12/08	03/14/08	04/18/08	LOCKWOOD		NON-AGREEMENT
						ANN VENTER		
						LOCKWOOD		
WEST ISD (161916)	2795	019-CM-1107	11/01/07	11/14/07	12/14/07	LYNN RUBINETT		Total Count For WEST ISD (161916): 1 AGREEMENT
WEST OSO ISD (178915)	3399	092-HM-0508	05/15/08	05/15/08	06/02/08	JAMES HOLLES		AGREEMENT
	3508	106-HM-0608	06/05/08	06/05/08		OLIVIA RUIZ		CANCELLED
WHITEHOUSE ISD (212906)	3434	096-HM-0508	05/23/08	05/23/08	06/12/08	WILLIAM MARK DAY		Total Count For WHITEHOUSE ISD (178915): 2 AGREEMENT
WYLIE ISD (043914)	2651	005-CM-0907	09/20/07	09/26/07	10/16/07	SHERRY WETSCH		Total Count For WYLIE ISD (212906): 1 AGREEMENT
	3354	062-CM-0508	05/25/08	05/25/08	05/21/08	SHARON RAMAGE		CANCELLED
	3401	065-CM-0508	05/25/08	05/25/08	06/24/08	SHARON RAMAGE		AGREEMENT
	3472	010-CM-0608	06/02/08	06/13/08	07/15/08	SHERRY WETSCH		
								Total Count For WYLIE ISD (043914): 4
								Report Total Count: 254

Page printed on: 11/16/2008 | Year=2008; Year=2008; City/Status=ACCEPTED; Healing-Status=ACCEPTED; PageBreaks=No;

APPENDIX B: MEDIATIONS BY DISABILITY

16:21 Tuesday, August 31, 2010
 Mediations By Primary Disability
 School Year: 2005-2006
 The FREQ Procedure

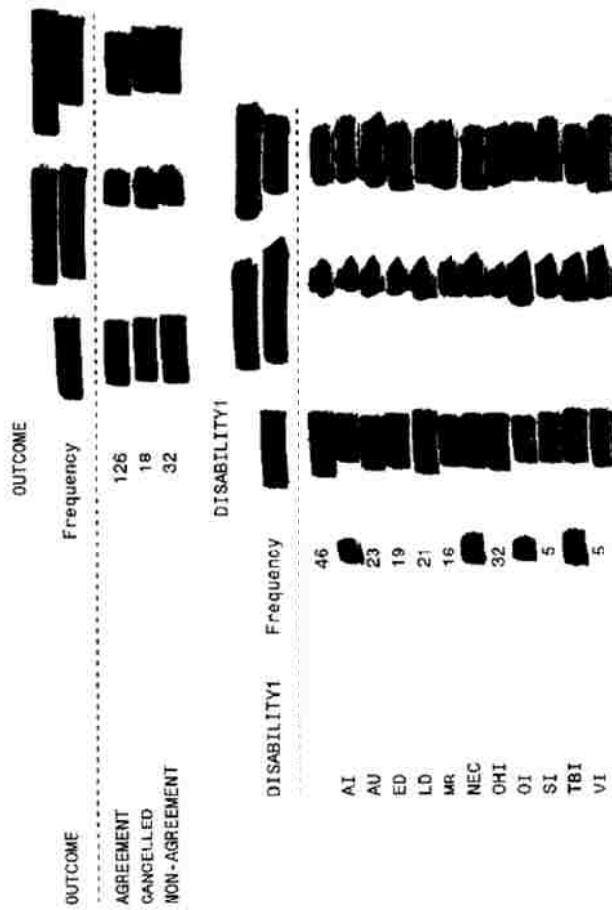


Table of OUTCOME by DISABILITY1

		DISABILITY1 (DISABILITY1)											
Frequency	Percent	AI	AU	ED	LD	MR	NEC	OHI	SI	TBI	VI	Total	
AGREEMENT	35 19.89	15 1	13 8.52	14 7.95	13 7.39	14 7.95	22 12.50	1 1	1 1	1 1	1 1	126 71.59	
CANCELLED	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	18 10.23	
NON-AGREEMENT	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	32 18.18	
Total	46 26.14	23 13.07	19 10.80	21 11.93	16 9.09	16 9.09	32 18.18	5 2.84	5 2.84	5 2.84	5 2.84	176 100.00	

Mediations By Primary Disability
School Year: 2006-2007
The FREQ Procedure

16:21 Tuesday, August 31, 2010 2

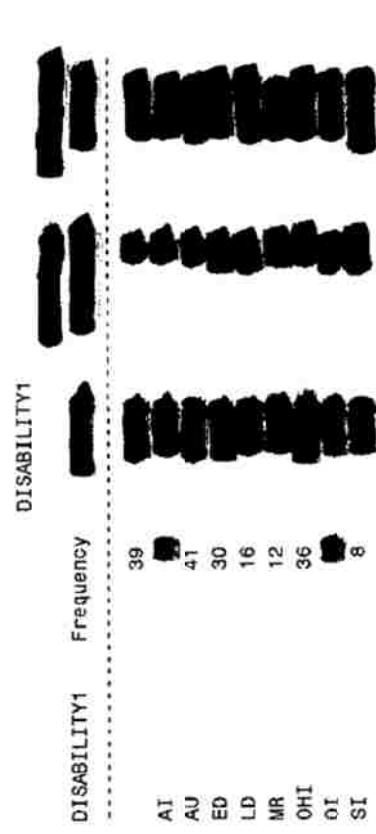
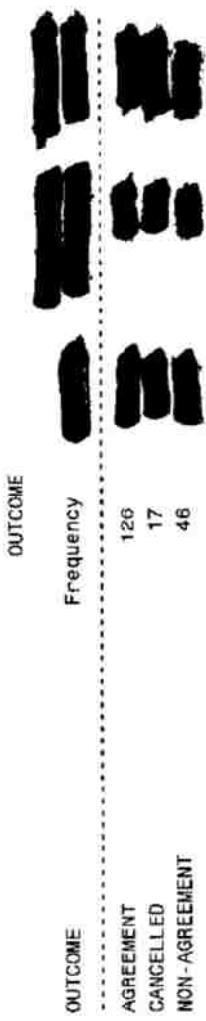


Table of OUTCOME by DISABILITY1

OUTCOME (OUTCOME)

DISABILITY1 (DISABILITY1)

Frequency	Percent	AI	AU	ED	LD	MR	OH1	OR	SI	Total
AGREEMENT		28	1	22	8	8	23	1	1	126
		14.81	14.81	11.64	4.23	4.23	12.17	1	1	66.67
CANCELLED		1	1	1	1	1	1	1	1	17
NON-AGREEMENT		1	1	1	1	1	1	1	1	46
Total		39	1	41	30	16	12	36	1	8
		20.63	21.69	15.87	8.47	6.35	19.05	4.23	100.00	

Mediations By Primary Disability
School Year: 2007-2008
The FREQ Procedure

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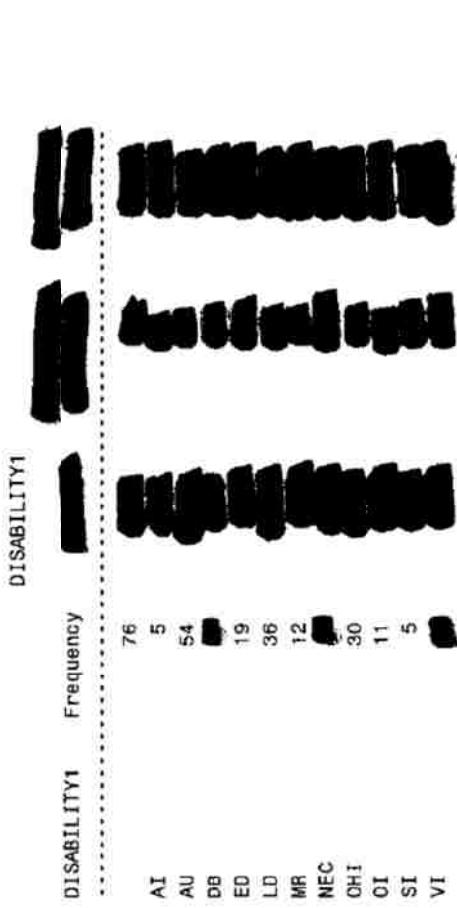
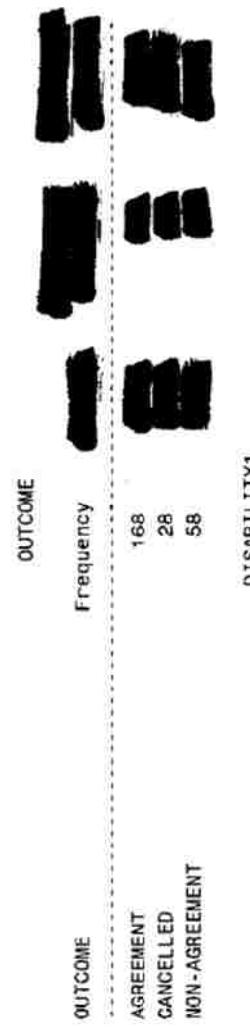


Table of OUTCOME by DISABILITY1

OUTCOME (OUTCOME)	DISABILITY1(DISABILITY1)											Total	
	Frequency	Percent	AI	AU	DB	ED	LD	MR	NEC	OMT	OI	SI	
AGREEMENT	48	18.90	37	14.57	16	24	9	17	8	1	1	1	168
CANCELLED	10	3.94	6	2.36	1	1	1	6.69	3.15	1	1	1	28
NON-AGREEMENT	18	7.09	11	4.33	1	1	1	1	1	1	1	1	58
Total	76	29.92	54	21.26	19	36	12	30	11	5	1	1	254
					7.48	14.17	4.72	11.81	4.33	1.97			100.00

Mediations By Primary Disability
 School Year: 2008-2009
 The FREQ Procedure

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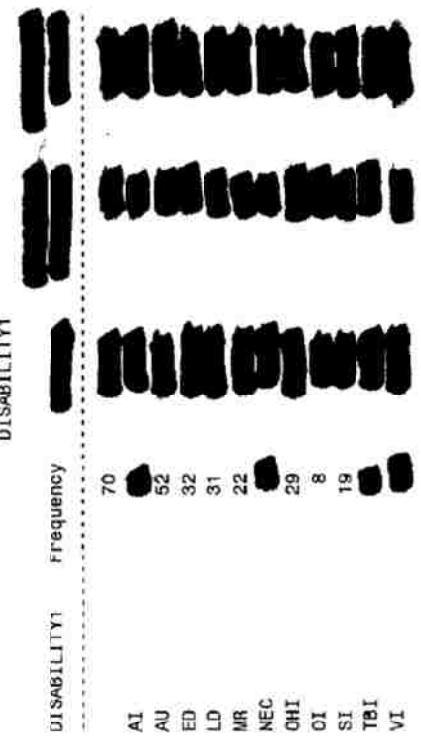
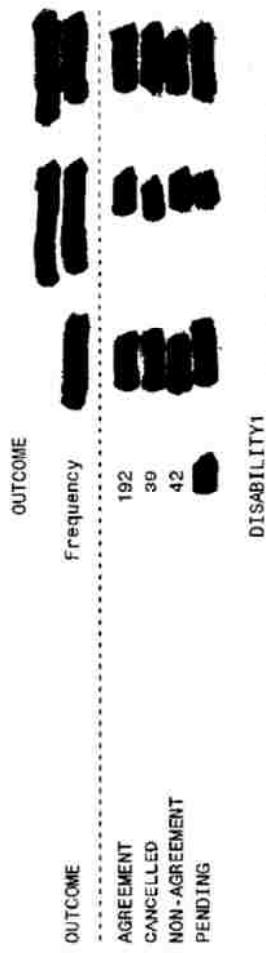


Table of OUTCOME by DISABILITY1

OUTCOME (OUTCOME)

Frequency	Percent	AI	AU	ED	LD	MR	INFEC	OHI	OI	SI	TBI	VI	Total
AGREEMENT	48	1	32	24	24	12	1	21	6	16	1	1	192
	17.52	1	11.68	8.76	8.76	4.38	1	7.66	2.19	5.84	1	1	70.07
CANCELED	1	11	1	5	1	1	1	5	1.82	1	1	1	39
	4.01	1	1	1	1	1	1	1	1	1	1	1	14.23
NON-AGREEMENT	1	1	1	12	1	6	1	1	1	1	1	1	1
	4.38	1	1	4.38	2.19	2.19	1	1	1	1	1	1	1
PENDING	1	1	1	1	1	1	1	1	1	1	1	1	1
Total	70	52	32	31	22	8	19	19	10.58	2.92	6.93	1	274
	25.55	18.98	11.68	11.31	8.03	2.92	6.93	6.93	10.58	2.92	6.93	1	100.00

PEIMS Primary Disability Categories

CODE	DESCRIPTION
AI	AUDITORY IMPAIRMENT
AU	AUTISM
DB	DEAF/BLIND
DD	DEVELOPMENTAL DELAY
ED	EMOTIONAL DISTURBANCE
LD	LEARNING DISABILITY
MD	MULTIPLY DISABLED
MR	MENTAL RETARDATION
NEC	NONCATEGORICAL EARLY CHILDHOOD
OHI	OTHER HEALTH IMPAIRMENT
OI	ORTHOPEDIC IMPAIRMENT
SI	SPEECH IMPAIRMENT
TBI	TRAUMATIC BRAIN INJURY
VI	VISUAL IMPAIRMENT

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APPENDIX C: ISSUE SUMMARY BY STATE

Regulation	Title	Outcome	Total Citations	%
		Totals for CFR §300.29:	1	0.2%
CFR §300.300	Parental consent.	ADVERSE	3	
		NON-ADVERSE	7	
		Totals for CFR §300.300:	10	1.5%
CFR §300.301	Initial evaluations.	ADVERSE	4	
		NON-ADVERSE	4	
		WITHDRAWN	1	
		Totals for CFR §300.301:	9	1.4%
CFR §300.303	Reevaluations.	ADVERSE	6	
		NON-ADVERSE	7	
		Totals for CFR §300.303:	13	2.0%
CFR §300.304	Evaluation procedures.	ADVERSE	2	
		NON-ADVERSE	15	
		WITHDRAWN	2	
		Totals for CFR §300.304:	19	2.9%
CFR §300.305	Additional requirements for evaluations and reevaluations.	ADVERSE	2	
		NON-ADVERSE	11	
		WITHDRAWN	1	
		Totals for CFR §300.305:	14	2.1%
CFR §300.306	Determination of eligibility.	ADVERSE	2	
		NON-ADVERSE	6	
		Totals for CFR §300.306:	8	1.2%
CFR §300.307	Specific learning disabilities.	NON-ADVERSE	2	
		Totals for CFR §300.307:	2	0.3%
CFR §300.308	Additional group members.	NON-ADVERSE	1	
		Totals for CFR §300.308:	1	0.2%
CFR §300.309	Determining the existence of a specific learning disability.	NON-ADVERSE	2	
		Totals for CFR §300.309:	2	0.3%
CFR §300.310	Observation.	NON-ADVERSE	2	
		Totals for CFR §300.310:	2	0.3%
CFR §300.311	Specific documentation for the eligibility determination.	NON-ADVERSE	2	
		Totals for CFR §300.311:	2	0.3%
CFR §300.320	Definition of individualized education program.	ABEYANCE	2	
		ADVERSE	15	
		NON-ADVERSE	17	
		WITHDRAWN	3	
		Totals for CFR §300.320:	37	5.7%
CFR §300.321	IEP Team.	ABEYANCE	1	
		ADVERSE	7	
		NON-ADVERSE	7	
		Totals for CFR §300.321:	15	2.3%
CFR §300.322	Parent participation.	ABEYANCE	3	
		ADVERSE	4	
		NON-ADVERSE	13	
		WITHDRAWN	1	
		Totals for CFR §300.322:	21	3.2%
CFR §300.323	When IEPs must be in effect.	ABEYANCE	7	
		ADVERSE	63	
		NON-ADVERSE	39	
		PENDING	1	
		WITHDRAWN	24	
		Totals for CFR §300.323:	134	20.5%
CFR §300.324	Development, review, and revision of IEP.	ABEYANCE	6	
		ADVERSE	19	
		NON-ADVERSE	44	
		PENDING	2	
		WITHDRAWN	11	
		Totals for CFR §300.324:	82	12.5%
CFR §300.34	Related services.	NON-ADVERSE	8	
		Totals for CFR §300.34:	8	1.2%
CFR §300.42	Supplementary aids and services.	DISMISSED W/ PREJUDICE	1	
		Totals for CFR §300.42:	1	0.2%
CFR §300.43	Transition services.	NON-ADVERSE	1	
		Totals for CFR §300.43:	1	0.2%
CFR §300.501	Opportunity to examine records; parent participation in meetings.	ABEYANCE	3	
		ADVERSE	1	

Regulation	Title	Outcome	Total Citations	%
		NON-ADVERSE	2	
		Totals for CFR §300.501:	6	0.9%
CFR §300.502	Independent educational evaluation.	ABEYANCE	2	
		ADVERSE	3	
		NON-ADVERSE	9	
		WITHDRAWN	2	
		Totals for CFR §300.502:	16	2.4%
CFR §300.503	Prior notice by the public agency; content of notice.	ABEYANCE	1	
		ADVERSE	4	
		NON-ADVERSE	9	
		WITHDRAWN	7	
		Totals for CFR §300.503:	21	3.2%
CFR §300.504	Procedural safeguards notice.	NON-ADVERSE	3	
		Totals for CFR §300.504:	3	0.5%
CFR §300.506	Mediation.	NON-ADVERSE	1	
		Totals for CFR §300.506:	1	0.2%
CFR §300.507	Filing a due process complaint.	NON-ADVERSE	3	
		Totals for CFR §300.507:	3	0.5%
CFR §300.508	Due process complaint.	NON-ADVERSE	1	
		Totals for CFR §300.508:	1	0.2%
CFR §300.511	Impartial due process hearing.	ADVERSE	2	
		Totals for CFR §300.511:	2	0.3%
CFR §300.513	Hearing decisions.	ADVERSE	1	
		Totals for CFR §300.513:	1	0.2%
CFR §300.517	Attorneys' fees.	ADVERSE	2	
		Totals for CFR §300.517:	2	0.3%
CFR §300.518	Child's status during proceedings.	NON-ADVERSE	3	
		Totals for CFR §300.518:	3	0.5%
CFR §300.530	Authority of school personnel.	ABEYANCE	1	
		ADVERSE	2	
		NON-ADVERSE	17	
		Totals for CFR §300.530:	20	3.1%
CFR §300.532	Appeal.	ADVERSE	1	
		NON-ADVERSE	2	
		Totals for CFR §300.532:	3	0.5%
CFR §300.534	Protections for children not determined eligible for special education and related services.	ADVERSE	1	
		NON-ADVERSE	2	
		WITHDRAWN	1	
		Totals for CFR §300.534:	4	0.6%
CFR §300.536	Change of placement because of disciplinary removals.	NON-ADVERSE	1	
		Totals for CFR §300.536:	1	0.2%
CFR §300.613	Access rights.	NON-ADVERSE	2	
		Totals for CFR §300.613:	2	0.3%
CFR §300.618	Amendment of records at parent's request.	NON-ADVERSE	1	
		Totals for CFR §300.618:	1	0.2%
CFR §300.622	Consent.	ADVERSE	1	
		Totals for CFR §300.622:	1	0.2%
CFR §300.623	Safeguards.	ADVERSE	2	
		NON-ADVERSE	3	
		WITHDRAWN	1	
		Totals for CFR §300.623:	6	0.9%
CFR §300.8	Child with a disability.	ADVERSE	1	
		NON-ADVERSE	4	
		Totals for CFR §300.8:	5	0.8%
TAC §74.28	Innovative Courses and Programs	NON-ADVERSE	4	
		Totals for TAC §74.28:	4	0.6%
TAC §89.1001	Scope and Applicability	NON-ADVERSE	1	
		Totals for TAC §89.1001:	1	0.2%
TAC §89.1011	Referral for Full and Individual Initial Evaluation	NON-ADVERSE	3	
		Totals for TAC §89.1011:	3	0.5%
TAC §89.1015	Time Line for All Notices	NON-ADVERSE	1	
		Totals for TAC §89.1015:	1	0.2%
TAC §89.1040	Eligibility Criteria	NON-ADVERSE	6	
		Totals for TAC §89.1040:	6	0.9%

Regulation	Title	Outcome	Total Citations	%
TAC §89.1045	Notice to Parents for Admission, Review, and Dismissal (ARD) Committee Meetings	ADVERSE	2	
		NON-ADVERSE	4	
		WITHDRAWN	1	
		Totals for TAC §89.1045:	7	1.1%
TAC §89.1050	The Admission, Review, and Dismissal (ARD) Committee	ADVERSE	3	
		NON-ADVERSE	5	
		WITHDRAWN	2	
		Totals for TAC §89.1050:	10	1.5%
TAC §89.1053	Procedures for Use of Restraint and Time-Out	ADVERSE	1	
		NON-ADVERSE	2	
		Totals for TAC §89.1053:	3	0.5%
TAC §89.1055	Content of the Individualized Education Program (IEP)	ADVERSE	3	
		NON-ADVERSE	7	
		Totals for TAC §89.1055:	10	1.5%
TAC §89.1065	Extended School Year Services (ESY Services)	ADVERSE	1	
		NON-ADVERSE	1	
		Totals for TAC §89.1065:	2	0.3%
TAC §89.1070	Graduation Requirements	ADVERSE	1	
		Totals for TAC §89.1070:	1	0.2%
TAC §89.1075	General Program Requirements and Local District Procedures	NON-ADVERSE	3	
		WITHDRAWN	1	
		Totals for TAC §89.1075:	4	0.6%
TAC §89.1131	Qualifications of Special Education, Related Service, and Paraprofessional Personnel	ADVERSE	1	
		Totals for TAC §89.1131:	1	0.2%
TAC §89.1151	Due Process Hearings	NON-ADVERSE	1	
		Totals for TAC §89.1151:	1	0.2%
TAC §89.1201	Policy	NON-ADVERSE	1	
		Totals for TAC §89.1201:	1	0.2%
TAC §89.1210	Program Content and Design	NON-ADVERSE	1	
		Totals for TAC §89.1210:	1	0.2%
TAC §89.1220	Language Proficiency Assessment Committee	NON-ADVERSE	1	
		Totals for TAC §89.1220:	1	0.2%
Grand Totals:			654	100.0%

Notes: This report shows the regulations that were cited on one or more complaints or due process hearings in your region, displaying citation counts by the dispute outcome.

Parameters: Year=2008; YearType=FEDERAL_FISCAL; RegulationVersion=Idea2004; Percentage=Yes; PageBreaks=No

APPENDIX D: T. E.A. PUBLIC INFORMATION REQUEST FORM

**Public Information Request Form****Requestor Full Name:**

Diana Davison

Organization:**Street Address:****City/State/Zip:** Austin, Texas 78722**Telephone Number:****Cell Number:****Fax Number:****Email Address:** diana5k@yahoo.com**Detailed Description of your Request:**

Do you keep records of which mediations progress to due process? Obviously some mediations send in disagreement, but this is not indicative of whether the next step is taken.

I need to know which mediations for the years 2006, 2007, 2008 continued to mediation and what was the alleged violation.

***NOTE:** Certain exceptions to disclosure exist under the Texas Open Records Act to protect against the disclosure of confidential or privileged information. If it appears that an exception to disclosure exists, an opinion will be sought from the Office of Attorney General regarding your request.

You may submit the form by mail, fax, e-mail or in person:

Attn: Public Information Request
 Texas Education Agency
 William B. Travis Building
 1701 N. Congress Avenue
 Austin, TX 78701-1494.
 Tel: (512) 475-3697
 Fax: (512) 475-3665
 Email: pir@tea.state.tx.us

MEDIA: Submit requests directly to the Communications Division:

Tel: (512) 463-7256
 Fax: (512) 463-9838
 Email: media-pir@tea.state.tx.us

LEGISLATORS: Submit requests directly to the Office of Governmental Relations:

Tel: (512) 463-9734
 Fax: (512) 463-9838
 Email: lisa.hughes@tea.state.tx.us

APPENDIX E: COVER LETTER TO STRUCTURED QUESTIONAIRRE

Dear Special Education Director,

If you receive this questionnaire, you were involved in a mediation that did not reach agreement during the years 2005-2006, 2006-2007, and/or 2007-2008. I am a doctoral student in Cohort V in the Educational Leadership program at The University of Montana-Missoula. I am employed as a special education director in a district in Texas and my decision to investigate mediations was due to the rise of adversarial legal proceedings in special education. This study examines the special education mediation process in Texas from 2006-08. The guiding question for this research is: "What factors, if any, distinguish districts involved in mediations in terms of disability classifications, accountability ratings, cultural elements, and special education legal issues?"

For the first part of the study, data was taken from the Texas Education Agency and individual district websites to ascertain correlations between mediations and varying factors. The second step of the study includes perceptions of special education directors regarding the IDEA required mediation process and theories concerning ineffective mediations. The second part of the study is where I am asking for your participation. Questions and the answer choices for the questionnaire have been selected based on mediation research completed by the researcher. The research-based questions and design for the answer choices include the following:

1. The director's perception of why the mediation was unsuccessful
2. Staff trainings on the mediated issue
3. Possible constructive elements gained by the process
4. Any systematic changes to the district programs or processes
5. Classifying the mediation as successful or non-successful

There are 8 questions on Survey Monkey which I would like you to address. The following link will take you to the questionnaire.

Thank you in advance for your participation. Please know that the questionnaire is set up so that responses remain anonymous.

Diana Davison

APPENDIX F: STRUCTURED QUESTIONAIRRE

1. As the Special Ed. Director in a district that was involved in a mediation that resulted in non-agreement, what do you believe caused the failure of the mediation?

- Inappropriate mediator was chosen
- Disputants did not have a commitment to resolve the dispute
- Mediations were ordered by the Court
- The mediator failed to adequately prepare for the mediation
- The mediation statements, positions, and interests were not fully developed, complete, or disclosed prior to the mediation
- The mediator, attorneys, and/or participants failed to anticipate potential issues that might have resulted in impasse and failed to discuss rules or methods to address impasses if it occurred
- The mediation was premature in that there were outstanding discovery issues, records review, investigation, or pending motions with the court
- A previous offer was made by a district representative and it exceeded the settlement authority given to the attorney at the mediation
- The claimant increased the demand at the mediation
- The parties at the mediation did not have sufficient settlement authority
- There was a failure to properly document a settlement in mediation
- Some attendees failed to attend the mediation
- The disputant had no intention of settling in mediation

2. Did your district make any systematic changes to policy or programming as a result of the unsuccessful mediation, i.e. staff development, programming, staffing, curriculum development, behavior intervention, etc.?

- yes
- no
- unsure

3. If yes, what were the changes made?

- Staff Training
- Programming Changes
- Curriculum
- Policy Changes
- Behavior Intervention
- Change in RTI process
- Use of Positive Behavior Supports

Other (please specify)

4. Had the staff been provided any training/workshops on the problem prior to the request for mediation?

- Fully trained
- Some training
- No training

5. Although there was an issue that ended in non-agreement, did you perceive that anything constructive was gained by the mediation process?

- yes
- no

6. If yes, what?**7. Did the issue progress to due process?**

- yes
- no
- unsure

8. If yes, what was the special education issue(s) that progressed from mediation to due process?

- Non-identification**
- No procedural safeguards notice**
- Prior notice by public agency**
- Independent education evaluation**
- Attorney's fees**
- Child's status during proceedings**
- Authority of school personnel**
- Protection for children not determined eligible for services**
- Change of placement because of disciplinary removals**
- Access rights**
- Amendment of records at parent's request**
- Consent**
- Innovative courses and programs**
- Scope and applicability**
- Referral for Full and Individual Initial Evaluation**
- Time Line for all notices**
- Eligibility criteria**
- Notice to parents for A.R.D. Meeting**
- Content of the I. E. P.**
- Extended School Year services**
- Graduation requirements**
- General program requirements and local district procedures**
- Qualifications of Special Education personnel**
- Policy**
- Program content and design**
- Language Proficiency**
- Procedures for Restraint and Time-Out**

Other (please specify)

APPENDIX G: COMPLETED STRUCTURED QUESTIONNAIRE RESULTS

1. As the Special Ed. Director in a district that was involved in a mediation that resulted in non-agreement, what do you believe caused the failure of the mediation?		Response Count	Response Percent
		answered question	33
		skipped question	0
Inappropriate mediator was chosen		■	6.1% 2
Disputants did not have a commitment to resolve the dispute		■	54.5% 18
Mediations were ordered by the Court		■	3.0% 1
The mediator failed to adequately prepare for the mediation		■	3.0% 1
The mediation statements, positions, and interests were not fully developed, complete, or disclosed prior to the mediation		■	3.0% 1
The mediator, attorneys, and/or participants failed to anticipate potential issues that might have resulted in impasse and failed to discuss rules or methods to address impasses if it occurred		■	3.0% 1
The mediation was premature in that there were outstanding discovery issues, records review, investigation, or pending motions			0.0% 0

1. As the Special Ed. Director in a district that was involved in a mediation that resulted in non-agreement, what do you believe caused the failure of the mediation?

with the court

A previous offer was made by a district representative and it exceeded the settlement authority given to the attorney at the mediation	0.0%	0
The claimant increased the demand at the mediation	36.4%	12
The parties at the mediation did not have sufficient settlement authority	3.0%	1
There was a failure to properly document a settlement in mediation	0.0%	0
Some attendees failed to attend the mediation	0.0%	0
The disputant had no intention of settling in mediation	42.4%	14

2. Did your district make any systematic changes to policy or programming as a result of the unsuccessful mediation, i.e. staff development, programming, staffing, curriculum development, behavior intervention, etc.?

	Response Percent	Response Count
yes	51.5%	17
no	45.5%	15

1. As the Special Ed. Director in a district that was involved in a mediation that resulted in non-agreement, what do you believe caused the failure of the mediation?

unsure



3.0%

1

3. If yes, what were the changes made?

answered question

16

skipped question

17

Response
Percent

Response
Count

Staff Training



68.8%

11

Programming Changes



37.5%

6

Curriculum

0.0%

0

Policy Changes



6.3%

1

Behavior Intervention



18.8%

3

Change in RTI process



6.3%

1

Use of Positive Behavior
Supports



6.3%

1

Other (please specify)

4

4. Had the staff been provided any training/workshops on the problem prior to the request for mediation?

answered question

32

skipped question

1

Response
Percent

Response
Count

3. If yes, what were the changes made?

Fully trained		34.4%	11
Some training		62.5%	20
No training		3.1%	1

5. Although there was an issue that ended in non-agreement, did you perceive that anything constructive was gained by the mediation process?

		answered question	33
		skipped question	0
		Response Percent	Response Count
yes		75.8%	25
no		24.2%	8

6. If yes, what?

		answered question	25
		skipped question	8
		Response Count	

7. Did the issue progress to due process?

		answered question	32
		skipped question	1
		Response Percent	Response Count

7. Did the issue progress to due process?

yes		59.4%	19
no		34.4%	11
unsure		6.3%	2

8. If yes, what was the special education issue(s) that progressed from mediation to due process?

		answered question	18
		skipped question	15
		Response Percent	Response Count
Non-identification		11.1%	2
No procedural safeguards notice		0.0%	0
Prior notice by public agency		0.0%	0
Independent education evaluation		0.0%	0
Attorney's fees		22.2%	4
Child's status during proceedings		0.0%	0
Authority of school personnel		0.0%	0
Protection for children not determined eligible for services		0.0%	0
Change of placement because of disciplinary removals		0.0%	0
Access rights		5.6%	1
Amendment of records at		0.0%	0

8. If yes, what was the special education issue(s) that progressed from mediation to due process?

parent's request

Consent		5.6%	1
Innovative courses and programs		16.7%	3
Scope and applicability		0.0%	0
Referral for Full and Individual Initial Evaluation		0.0%	0
Time Line for all notices		0.0%	0
Eligibility criteria		11.1%	2
Notice to parents for A.R.D. Meeting		0.0%	0
Content of the I. E. P.		33.3%	6
Extended School Year services		0.0%	0
Graduation requirements		0.0%	0
General program requirements and local district procedures		11.1%	2
Qualifications of Special Education personnel		5.6%	1
Policy		0.0%	0
Program content and design		27.8%	5
Language Proficiency		0.0%	0
Procedures for Restraint and Time-Out		5.6%	1
Other (please specify)			4

APPENDIX H: INTEGRATED DATA CHART FOR 2005-2006, 2006-2007, 2007-2008

2006

LEA	MED_date	Outcome	# of Students	# of Sped Students	LOCATION	% Eco. Dis.	AEIS
Alba-Golden	7/13/2006	non-ag	792	140	Rural	47.3%	Recognized
Alief	4/26/2006	agree	47507	5117	Major Suburban	68.6%	Academically Acceptable
Alvin	cancelled		13213	1560	Major Suburban	48.0%	Academically Acceptable
Arlington	2/21/2006	agree	63308	6107	Major Urban	57.5%	Academically Acceptable
Arlington	2/21/2006	agree	63308	6107	Major Urban	57.5%	Academically Acceptable
Arlington	3/24/2006	agree	63308	6107	Major Urban	57.5%	Academically Acceptable
Arlington		Cancelled	63308	6107	Major Urban	57.5%	Academically Acceptable
Arlington		Cancelled	63308	6107	Major Urban	57.5%	Academically Acceptable
Austin	10/5/2006	non-ag	81003	9997	Major Urban	60.3%	Academically Acceptable
Austin	2/1/2006	Agree	81003	9997	Major Urban	60.3%	Academically Acceptable
Austin	1/12/2006	Cancelled	81003	9997	Major Urban	60.3%	Academically Acceptable
Austin	4/19/2006	non-ag	81003	9997	Major Urban	60.3%	Academically Acceptable
Austin	5/5/2006	agree	81003	9997	Major Urban	60.3%	Academically Acceptable
Austin	8/7/2006	non-ag	81003	9997	Major Urban	60.3%	Academically Acceptable
Beaumont	5/9/2006	agree	19534	2031	Other Central City	64.2%	Academically Acceptable
Big Sandy	5/15/2010	agree	736	106	Non Metro. Stable	54.3%	Academically Acceptable
Big Sandy	5/15/2010	agree	736	106	Non Metro. Stable	54.3%	Academically Acceptable
Brooksmith	5/11/2010	agree	205	30	Rural	63.4%	Academically Acceptable

Brooksmith	6/8/2010	Cancelled	205	30	Rural	63.4%	Academically Acceptable
Brownsville	6/30/2010	agree	48186	5888	Other Central City	94.7%	Academically Acceptable
BrucevilleEddy	8/8/2010	agree	869	192	Non Metro. Stable	44.2%	Recognized
Burleson	6/15/2010	agree	7977	750	Other Central City	25.1%	Academically Acceptable
Burleson		cancelled	7977	750	Other Central City	25.1%	Academically Acceptable
Calallen	2/28/2006	agree	3912	403	Non Metro. Stable	41.4%	Academically Acceptable
Cedar Hill	3/21/2006	non-ag	7972	850	Major Suburban	42.2%	Academically Acceptable
Channelview	3/15/2006	agree	8035	850	Major Suburban	67.3%	Academically Acceptable
Chapel Hill	6/23/2006	cancelled	3055	104	Other Central City Suburban	39.4%	Academically Acceptable
Chapel Hill	2/3/2006	agree	3055	104	Other Central City Suburban	39.4%	Academically Acceptable
China Springs	2/3/2006	agree	1960	348	Non Metro.	20.7%	Recognized
China Springs	5/3/2006	agree	1960	348	Non Metro.	20.7%	Recognized
China Springs	5/2/2006	non-ag	1960	348	Non Metro.	20.7%	Recognized
Cleveland	8/1/2006	agree	3484	421	Other Central City Suburban	66.2%	Not Rated : Other
Conroe	4/24/2006	agree	42431	4226	Other Central City	33.0%	Academically Acceptable
Corpus Christi	1/27/2006	agree	39101	5586	Other Central City	62.6%	Academically Acceptable
Corpus Christi	3/21/2006	agree	39101	5586	Other Central City	62.6%	Academically Acceptable
Corpus Christi	1/19/2006	agree	39101	5586	Other Central City	62.6%	Academically Acceptable
Corpus Christi	3/22/2006	agree	39101	5586	Other Central City	62.6%	Academically Acceptable
Corpus Christi	1/23/2006	agree	39101	5586	Other Central City	62.6%	Academically Acceptable
Corpus Christi	4/20/2006	agree	39101	5586	Other Central City	62.6%	Academically Acceptable
Corpus Christi	4/28/2006	agree	39101	5586	Other Central City	62.6%	Academically Acceptable

Corpus Christi	4/7/2006	Cancelled	39101	5586	Other Central City	62.6%	Academically Acceptable
Crowley	1/31/2006	non-ag	39101	5586	Major Suburban	62.6%	Academically Acceptable
Cypress-Fairbanks	4/21/2006	agree	39101	5586	Major Suburban	62.6%	Academically Acceptable
Cypress-Fairbanks	8/26/2006	agree	86100	7454	Major Suburban	32.5%	Academically Acceptable
Dallas	11/14/2005	non-ag	160969	13346	Major Urban	83.0%	Academically Acceptable
Dallas	4/7/2006	agree	160969	13346	Major Urban	83.0%	Academically Acceptable
Dallas	5/15/2006	agree	160969	13346	Major Urban	83.0%	Academically Acceptable
Dallas	9/13/2006	agree	160969	13346	Major Urban	83.0%	Academically Acceptable
Del Valle	5/4/2006	agree	8232	1140	Major Suburban	76.4%	Academically Acceptable
Del Valle	12/7/2006	agree	8232	1140	Major Suburban	76.4%	Academically Acceptable
Denton	6/14/2006	agree	18304	2244	Other Central City	37.1%	Academically Acceptable
Denton	11/21/2006	agree	18304	2244	Other Central City	37.1%	Academically Acceptable
East Central ISD	10/6/2005	non-ag	8128	978	Major Suburban	56.4%	Academically Acceptable
Ector County	3/23/2006	agree	26034	2846	Other Central City	57.0%	Academically Acceptable
Edgewood	10/12/2005	agree	918	125	Non Metro. Stable	39.7%	Academically Acceptable
El Paso	1/30/2006	agree	63674	5424	Major Urban	69.8%	Academically Acceptable
El Paso	6/9/2006	agree	63674	5424	Major Urban	69.8%	Academically Acceptable
El Paso	10/12/2005	agree	63674	5424	Major Urban	69.8%	Academically Acceptable
El Paso	6/20/2006	Cancelled	63674	5424	Major Urban	69.8%	Academically Acceptable
Era	4/3/2006	agree	384	47	Rural	27.1%	Recognized
Forney	1/5/2006	agree	5239	554	Other Central City	16.3%	Academically Acceptable
Fort Bend	5/24/2006	agree	65927	6142	Major Suburban	31.0%	Academically Acceptable
Fort Bend	9/15/2006	non-ag	65927	6142	Major Suburban	31.0%	Academically Acceptable

Gregory-Portland	3/30/2006	agree	4277	488	Independent Town	34.3%	Academically Acceptable
Gunter	5/4/2006	agree	861	150	Non Metro. Stable	26.0%	Academically Acceptable
Hardin	9/22/2005	agree	1253	139	Non Metro. Stable	41.2%	Academically Acceptable
Harlingen	8/3/2006	agree	17560	1610	Other Central City Suburban	74.6%	Academically Acceptable
Humble	4/27/2006	agree	29534	2786	Major Suburban	25.2%	Academically Acceptable
Humble	7/25/2006	agree	29534	2786	Major Suburban	25.2%	Academically Acceptable
Huntsville	3/8/2006	non-ag	6541	703	Independent Town	59.7%	Academically Acceptable
IDEA Academy	1/31/2006	agree	896	55	Charter	75.1%	Recognized
Joshua	1/6/2006	agree	4512	502	Other Central City Suburban	40.6%	Recognized
Judson	12/8/2005	agree	19218	2082	Major Suburban	54.2%	Academically Acceptable
Judson	7/26/2006	agree	19218	2082	Major Suburban	54.2%	Academically Acceptable
Judson	7/26/2006	agree	19218	2082	Major Suburban	54.2%	Academically Acceptable
Katy	2/20/2006	non-ag	47808	4154	Major Suburban	23.4%	Recognized
Katy	7/13/2006	agree	47808	4154	Major Suburban	23.4%	Recognized
Katy	2/27/2006	agree	47808	4154	Major Suburban	23.4%	Recognized
Katy	2/27/2006	agree	47808	4154	Major Suburban	23.4%	Recognized
Kaufman	5/31/2006	agree	3539	453	Other Central City Suburban	49.9%	Recognized
Keller		Cancelled	25781	1967	Major Suburban	12.2%	Academically Acceptable
Keller	5/11/2006	non-ag	25781	1967	Major Suburban	12.2%	Academically Acceptable
Kennard	8/30/2006	agree	355	50	Rural	62.5%	Academically Acceptable
Kerrville	10/4/2005	agree	4844	562	Independent Town	47.2%	Academically Acceptable
Kerrville	8/2/2006	agree	4844	562	Independent Town	47.2%	Academically Acceptable

Kilgore	3/14/2006	agree	3675	424	Other Central City Suburban	51.8%	Academically Acceptable
Kileen	11/8/2005	agree	34522	4478	Other Central City	48.7%	Academically Acceptable
Kileen	2/16/2006	agree	34522	4478	Other Central City	48.7%	Academically Acceptable
Klein	11/8/2005	agree	39289	3600	Major Suburban	29.8%	Academically Acceptable
Klein	3/31/2006	agree	39289	3600	Major Suburban	29.8%	Academically Acceptable
La Porte	5/17/2006	Cancelled	7801	782	Major Suburban	38.4%	Academically Acceptable
La Porte	5/19/2006	agree	7801	782	Major Suburban	38.4%	Academically Acceptable
La Porte	6/15/2006	Cancelled	7801	782	Major Suburban	38.4%	Academically Acceptable
La Pryor	8/11/2006	agree	484	60	Rural	89.7%	Academically Acceptable
Lake Dallas	11/15/2005	non-ag	3932	471	Other Central City Suburban	20.5%	Academically Acceptable
Lake Travis	4/24/2006	agree	5294	497	Major Suburban	12.3%	Academically Acceptable
Lewisville	5/10/2006	agree	47317	5184	Major Suburban	20.2%	Academically Acceptable
Liberty Hill	3/28/2006	non-ag	2049	240	Other Central City Suburban	24.2%	Recognized
Liberty	3/17/2006	non-ag	2260	212	Non Metro. Stable	55.5%	Academically Acceptable
Lindale	2/17/2006	non-ag	3351	379	Other Central City Suburban	38.6%	Recognized
Lorena	4/21/2006	Cancelled	1612	289	Non Metro. Stable	19.5%	Academically Acceptable
Luling	4/3/2006	agree	17560	176	Independent Town	74.6%	Academically Acceptable
Magnolia	1/27/2006	agree	10165	1271	Other Central City Suburban	34.9%	Academically Acceptable
McKinney		Cancelled	19534	1975	Non Metro. Fast Grow	23.6%	Academically Acceptable
Mesquite	12/14/2005	agree	35488	5052	Major Suburban	48.0%	Academically Acceptable
Mesquite		Cancelled	35488	5052	Major Suburban	48.0%	Academically Acceptable

Natalia	6/22/2006	agree	1221	159	Non Metro. Stable	78.2%	Academically Acceptable
New Waverly	1/12/2006	Agree	874	109	Non Metro. Stable	55.5%	Academically Acceptable
North East	1/13/2006	Agree	59556	7774	Major Urban	38.4%	Recognized
North East	1/10/2006	Agree	59556	7774	Major Urban	38.4%	Recognized
North East	3/9/2006	non-ag	59556	7774	Major Urban	38.4%	Recognized
North East	3/21/2006	agree	59556	7774	Major Urban	38.4%	Recognized
North East	4/10/2006	agree	59556	7774	Major Urban	38.4%	Recognized
North East	4/25/2006	agree	59556	7774	Major Urban	38.4%	Recognized
North East	4/5/2006	agree	59556	7774	Major Urban	38.4%	Recognized
North East	4/4/2006	non-ag	59556	7774	Major Urban	38.4%	Recognized
North East	4/5/2006	Cancelled	59556	7774	Major Urban	38.4%	Recognized
Northside	2/21/2006	agree	78154	10367	Major Urban	49.5%	Recognized
Northside	7/21/2006	agree	78154	10367	Major Urban	49.5%	Recognized
Northside	8/15/2006	non-ag	78154	10367	Major Urban	49.5%	Recognized
Northside	2/20/2006	agree	78154	10367	Major Urban	49.5%	Recognized
Northside	4/11/2006	agree	78154	10367	Major Urban	49.5%	Recognized
Northwest	1/26/2006	non-ag	8705	1007	Other Central City Suburban	21.0%	Academically Acceptable
Overton	4/11/2006	cancelled	533	72	Rural	55.2%	Academically Acceptable
Pearland	2/22/2006	non-ag	15462	1471	Major Suburban	21.3%	Recognized
Pearland	5/19/2006	non-ag	15462	1471	Major Suburban	21.3%	Recognized
Pearland	5/16/2006	non-ag	15462	1471	Major Suburban	21.3%	Recognized
Plano	12/12/2005	non-ag	53007	6021	Major Suburban	20.5%	Recognized
Plano	1/4/2006	agree	53007	6021	Major Suburban	20.5%	Recognized

Plano	7/10/2006	agree	53007	6021	Major Suburban	20.5%	Recognized
Port Neches-Grove	3/7/2006	agree	4640	522	Other Central City Suburban	29.2%	Recognized
Poteet	5/8/2006	agree	1710	190	Non Metro. Stable	75.8%	Academically Acceptable
Richardson	3/24/2006	agree	35088	4213	Major Suburban	49.7%	Recognized
Richardson	4/27/2006	agree	35088	4213	Major Suburban	49.7%	Recognized
Richardson	6/28/2006	agree	35088	4213	Major Suburban	49.7%	Recognized
Richardson	3/29/2006	agree	35088	4213	Major Suburban	49.7%	Recognized
Roma	10/14/2005	agree	6396	481	Independent Town	89.9%	Academically Acceptable
Round Rock	10/25/2005	agree	37667	3456	Major Suburban	24.9%	Academically Acceptable
Round Rock	1/20/2006	agree	37667	3456	Major Suburban	24.9%	Academically Acceptable
Round Rock	10/25/2005	agree	37667	3456	Major Suburban	24.9%	Academically Acceptable
Round Rock	11/7/2005	agree	37667	3456	Major Suburban	24.9%	Academically Acceptable
Round Rock	11/14/2005	non-ag	37667	3456	Major Suburban	24.9%	Academically Acceptable
Round Rock	3/2/2006	agree	37667	3456	Major Suburban	24.9%	Academically Acceptable
Round Rock	4/26/2006	agree	37667	3456	Major Suburban	24.9%	Academically Acceptable
Round Rock	5/25/2006	non-ag	37667	3456	Major Suburban	24.9%	Academically Acceptable
Round Rock	7/10/2006	agree	37667	3456	Major Suburban	24.9%	Academically Acceptable
S and S CISD	3/27/2006	Cancelled	858	110	Other Central City Suburban	33.7%	Recognized
Santa Fe	7/12/2006	agree	4539	433	Non Metro. Stable	26.6%	Academically Acceptable
Seminole	11/7/2005	agree	2244	314	Non Metro. Stable	55.2%	Academically Acceptable
Sinton	8/1/2006	agree	2165	276	Non Metro. Stable	66.3%	Academically Acceptable
Socorro	9/19/2006	agree	36737	3666	Major Suburban	73.2%	Academically Acceptable

Taft	5/10/2006	agree	1391	233	Non Metro. Stable	79.2%	Academically Acceptable
Temple	10/25/2005	non-ag	8197	1352	Other Central City Suburban	58.2%	Academically Acceptable
Terrell County	5/25/2006	agree	145	19	Rural	53.1%	Academically Acceptable
Treetops School Intl.	6/26/2006	non-ag	231	29	Charter	5.6%	Academically Acceptable
Tyler	1/13/2006	agree	17929	2239	Other Central City	57.6%	Academically Acceptable
Vidor	3/28/2006	agree	4858	877	Other Central City Suburban	49.3%	Academically Acceptable
Vidor	3/29/2006	agree	4858	877	Other Central City Suburban	49.3%	Academically Acceptable
Waco	12/20/2005	agree	15592	2158	Other Central City	79.1%	Academically Acceptable
Weatherford	8/11/2006	agree	7182	843	Other Central City	36.3%	Academically Acceptable
Weimar	12/2/2006	non-ag	619	83	Rural	46.8%	Academically Acceptable
Weimar	12/2/2006	non-ag	619	83	Rural	46.8%	Academically Acceptable
Weslaco	7/20/2006	agree	15632	1570	Other Central City Suburban	87.2%	Recognized
West Oso	10/5/2005	agree	1958	289	Other Central City Suburban	86.8%	Academically Acceptable
West Oso	11/11/2005	agree	1958	289	Other Central City Suburban	86.8%	Academically Acceptable
West Oso	9/1/2006	agree	1958	289	Other Central City Suburban	86.8%	Academically Acceptable
West Rusk	10/19/2005	agree	784	102	Non Metro. Stable	57.0%	Academically Acceptable
Willis	4/28/2006	agree	5250	531	Other Central City Suburban	50.9%	Academically Acceptable
Ysleta	5/12/2006	agree	46036	5271	Major Urban	80.3%	Academically Acceptable
Ysleta	5/11/2006	agree	46036	5271	Major Urban	80.3%	Academically Acceptable
Ysleta	6/7/2006	agree	46036	5271	Major Urban	80.3%	Academically Acceptable

2007

LEA	MED_date	Outcome	# of Students	# of Sped Students	LOCATION	% Eco. Dis.	AEIS
Alamo Heights	12/15/2006	Non-ag	4536	338	Major Suburban	19.7%	Academically Acceptable
Alamo Heights	12/15/2006	Non-ag	4536	338	Major Suburban	19.7%	Academically Acceptable
Andrews	9/22/2006	Agree	2973	453	Other Central City Suburban	45.9%	Academically Acceptable
Arlington		Cancelled	62830	5965	Major Urban	54.6%	Academically Acceptable
Arlington	2/23/2007	Agree	62830	5965	Major Urban	54.6%	Academically Acceptable
Arlington	4/2/2007	Non-ag	62830	5965	Major Urban	54.6%	Academically Acceptable
Austin	9/28/2006	Non-ag	81917	9042	Major Urban	61.0%	Academically Acceptable
Austin	11/3/2006	Non-ag	81917	9042	Major Urban	61.0%	Academically Acceptable
Austin	11/27/2006	Agree	81917	9042	Major Urban	61.0%	Academically Acceptable
Austin	2/5/2007	Agree	81917	9042	Major Urban	61.0%	Academically Acceptable
Austin	12/20/2006	Non-ag	81917	9042	Major Urban	61.0%	Academically Acceptable
Austin	4/11/2007	Non-ag	81917	9042	Major Urban	61.0%	Academically Acceptable
Austin		Cancelled	81917	9042	Major Urban	61.0%	Academically Acceptable
Austin	5/9/2007	Non-ag	81917	9042	Major Urban	61.0%	Academically Acceptable
Austin	5/15/2007	Agree	81917	9042	Major Urban	61.0%	Academically Acceptable
Austin	5/31/2007	Agree	81917	9042	Major Urban	61.0%	Academically Acceptable
Banquete	2/20/2007	Non-ag	877	87	Non Metro. Stable	65.8%	Academically Acceptable
Banquete		Cancelled	877	87	Non Metro. Stable	65.8%	Academically Acceptable
Barbers Hill	10/16/2007	Non-ag	3544	247	Independent Town	19.7%	Recognized
Beaumont	11/14/2006	Agree	19463	1871	Other Central City	66.4%	Academically Acceptable

Beaumont	11/13/2006	Non-ag	19463	1871	Other Central City	66.4%	Academically Acceptable
Beaumont		Cancelled	19463	1871	Other Central City	66.4%	Academically Acceptable
Blanco	1/22/2007	Non-ag	983	103	Non Metro. Stable	43.2%	Academically Acceptable
Brookesmith	6/11/2007	Agree	185	28	Rural	61.6%	Academically Acceptable
Brookesmith	6/11/2007	Agree	185	28	Rural	61.6%	Academically Acceptable
Brownsville	12/1/2006	Agree	48284	5654	Other Central City	94.6%	Academically Acceptable
Brownsville	12/6/2006	Agree	48284	5654	Other Central City	94.6%	Academically Acceptable
Brownsville	3/29/2007	Agree	48284	5654	Other Central City	94.6%	Academically Acceptable
Brownsville	5/7/2007	Agree	48284	5654	Other Central City	94.6%	Academically Acceptable
Brownsville	5/8/2007	Agree	48284	5654	Other Central City	94.6%	Academically Acceptable
Brownsville	6/12/2007	Agree	48284	5654	Other Central City	94.6%	Academically Acceptable
Brownsville	7/11/2007	Agree	48284	5654	Other Central City	94.6%	Academically Acceptable
Brownsville	7/19/2007	Agree	48284	5654	Other Central City	94.6%	Academically Acceptable
Burnham Wood Charter	11/7/2006	Agree	393	46	Charter	43.8%	Recognized
Calallen	12/11/2006	Agree	3884	387	Non Metro. Stable	41.3%	Recognized
Calallen	12/8/2006	Agree	3884	387	Non Metro. Stable	41.3%	Recognized
Calallen	3/9/2007	Agree	3884	387	Non Metro. Stable	41.3%	Recognized
Calallen	3/9/2007	Agree	3884	387	Non Metro. Stable	41.3%	Recognized
Childress	8/15/2007	Agree	1171	179	Non Metro. Stable	52.3%	Academically Acceptable
China Spring	2/19/2007	Agree	2068	334	Non Metro. Stable	22.1%	Recognized

China Spring	8/24/2007	Agree	2068	334	Non Metro. Stable	22.1%	Recognized
Clear Creek	9/27/2006	Agree	35378	3512	Major Suburban	18.2%	Recognized
Clear Creek	4/13/2007	Agree	35378	3512	Major Suburban	18.2%	Recognized
Clear Creek	6/28/2007	Agree	35378	3512	Major Suburban	18.2%	Recognized
College Station	10/20/2006	Non-ag	8835	779	Other Central City Suburban	30.3%	Academically Acceptable
Connally		Cancelled	2695	362	Other Central City Suburban	68.2%	Academically Acceptable
Conroe	10/31/2006	Agree	44237	4316	Other Central City	32.2%	Academically Acceptable
Conroe	8/1/2007	Agree	44237	4316	Other Central City	32.2%	Academically Acceptable
Coppell	11/29/2006	Agree	9927	854	Major Suburban	7.2%	Recognized
Coppell	12/5/2006	Agree	9927	854	Major Suburban	7.2%	Recognized
Coppell	8/9/2007	Non-ag	9927	854	Major Suburban	7.2%	Recognized
Corpus Christi	10/18/2006	Agree	38785	5194	Other Central City	64.6%	Academically Acceptable
Corpus Christi	10/18/2006	Agree	38785	5194	Other Central City	64.6%	Academically Acceptable
Corpus Christi	7/24/2007	Agree	38785	5194	Other Central City	64.6%	Academically Acceptable
Crandall	12/20/2006	Agree	2146	208	Major Suburban	25.5%	Academically Acceptable
Crandall	5/17/2007	Agree	2146	208	Major Suburban	25.5%	Academically Acceptable
Culberson Cty-Allamoore	6/5/2007	Agree	578	49	Rural	77.2%	Academically Acceptable
Cypress-Fairbanks	1/37/7	Non-ag	91889	7613	Major Suburban	34.2%	Academically Acceptable
Dallas		Cancelled	158814	13055	Major Urban	83.9%	Academically Acceptable
Dallas	6/18/2007	Agree	158814	13055	Major Urban	83.9%	Academically Acceptable

Dallas	6/19/2007	Agree	158814	13055	Major Urban	83.9%	Academically Acceptable
Del Valle	9/18/2006	Non-ag	8484	1007	Major Urban	77.3%	Academically Acceptable
Del Valle	4/25/2007	Non-ag	8484	1007	Major Urban	77.3%	Academically Acceptable
Del Valle	5/15/2007	Agree	8484	1007	Major Urban	77.3%	Academically Acceptable
Dickinson	4/25/2007	Agree	7745	792	Other Central City Suburban	60.3%	Academically Acceptable
Eanes	12/20/2006	Non-ag	7216	663	Major Suburban	2.7%	Recognized
Eanes	3/29/2007	Agree	7216	663	Major Suburban	2.7%	Recognized
Eanes	4/27/2007	Agree	7216	663	Major Suburban	2.7%	Recognized
Eanes	4/19/2007	Agree	7216	663	Major Suburban	2.7%	Recognized
Eanes	8/14/2007	Agree	7216	663	Major Suburban	2.7%	Recognized
Ector	5/18/2007	Non-ag	255	44	Rural	39.6%	Recognized
El Paso	3/8/2007	Non-ag	62635	5293	Major Urban	69.2%	Academically Acceptable
El Paso	5/2/2007	Agree	62635	5293	Major Urban	69.2%	Academically Acceptable
Fort Bend	6/21/2007	Agree	66792	5736	Major Suburban	31.1%	Academically Acceptable
Fort Bend		Cancelled	66792	5736	Major Suburban	31.1%	Academically Acceptable
Fort Bend	8/31/2007	Agree	66792	5736	Major Suburban	31.1%	Academically Acceptable
Grapevine-Colleyville	2/20/2007	Agree	13887	996	Major Suburban	13.4%	Academically Acceptable
Grapevine-Colleyville	6/20/2007	Non-ag	13887	996	Major Suburban	13.4%	Academically Acceptable
Hallsburg	8/25/2007	Agree	112	13	Rural	48.2%	Academically Acceptable
Harlingen	2/15/2007	Agree	17608	1545	Other Central City Suburban	74.1%	Academically Acceptable
Harlingen	10/15/2007	Agree	17608	1545	Other Central City Suburban	74.1%	Academically Acceptable

Harlingen	10/15/2007	Agree	17608	1545	Other Central City Suburban	74.1%	Academically Acceptable
Harlingen	10/15/2007	Agree	17608	1545	Other Central City Suburban	74.1%	Academically Acceptable
Highland Park	3/21/2007	Agree	6262	523	Major Suburban	0.0%	Exemplary
Houston	12/7/2006	Agree	202449	20030	Major Urban	78.1%	Academically Acceptable
Houston	6/15/2007	Agree	202449	20030	Major Urban	78.1%	Academically Acceptable
Houston	7/17/2007	Non-ag	202449	20030	Major Urban	78.1%	Academically Acceptable
Houston	9/14/2007	Non-ag	202449	20030	Major Urban	78.1%	Academically Acceptable
Houston	9/14/2007	Non-ag	202449	20030	Major Urban	78.1%	Academically Acceptable
Huffman	2/5/2007	Agree	3045	293	Non Metro. Stable	25.9%	Academically Acceptable
Huffman		Cancelled	3045	293	Non Metro. Stable	25.9%	Academically Acceptable
Humble	11/15/2006	Agree	31144	2852	Major Suburban	25.7%	Academically Acceptable
Humble	11/15/2006	Agree	31144	2852	Major Suburban	25.7%	Academically Acceptable
Humble	1/29/2007	Cancelled	31144	2852	Major Suburban	25.7%	Academically Acceptable
Humble	2/26/2007	Non-ag	31144	2852	Major Suburban	25.7%	Academically Acceptable
Humble	4/18/2007	Non-ag	31144	2852	Major Suburban	25.7%	Academically Acceptable
Humble	4/18/2007	Non-ag	31144	2852	Major Suburban	25.7%	Academically Acceptable
Humble	8/16/2007	Non-ag	31144	2852	Major Suburban	25.7%	Academically Acceptable
Humble	8/6/2007	Agree	31144	2852	Major Suburban	25.7%	Academically Acceptable
Humble	11/9/2007	Agree	31144	2852	Major Suburban	25.7%	Academically Acceptable
Hutto	5/18/2007	Non-ag	3699	334	Other Central City Suburban	35.3%	Academically Acceptable
Judson	1/22/2007	Agree	20242	2172	Major Suburban	56.9%	Academically Acceptable

Judson	1/22/2007	Agree	20242	2172	Major Suburban	56.9%	Academically Acceptable
Judson	1/22/2007	Agree	20242	2172	Major Suburban	56.9%	Academically Acceptable
Judson	1/23/2007	Agree	20242	2172	Major Suburban	56.9%	Academically Acceptable
Judson	5/11/2007	Agree	20242	2172	Major Suburban	56.9%	Academically Acceptable
Katy	11/29/2006	Non-ag	50725	4384	Major Suburban	24.3%	Academically Acceptable
Katy	3/26/2007	Agree	50725	4384	Major Suburban	24.3%	Academically Acceptable
Killeen	9/24/2007	Agree	36589	4810	Other Central City	49.8%	Academically Acceptable
Kingsville	2/28/2007	Agree	4183	512	Independent Town	73.5%	Academically Acceptable
Kingsville	7/30/2007	Agree	4183	512	Independent Town	73.5%	Academically Acceptable
Kingsville	7/30/2007	Agree	4183	512	Independent Town	73.5%	Academically Acceptable
Kingsville	7/30/2007	Agree	4183	512	Independent Town	73.5%	Academically Acceptable
Kingsville	7/30/2007	Agree	4183	512	Independent Town	73.5%	Academically Acceptable
Kingsville	7/30/2007	Agree	4183	512	Independent Town	73.5%	Academically Acceptable
Kingsville	7/30/2007	Agree	4183	512	Independent Town	73.5%	Academically Acceptable
Klein	7/31/2007	Non-ag	41438	3531	Major Suburban	34.0%	Academically Acceptable
Lamar	11/27/2006	Agree	20558	2292	Other Central City	45.4%	Academically Acceptable
Leander	3/6/2007	Agree	24230	4657	Major Suburban	19.2%	Academically Acceptable
Leander	6/7/2007	Agree	24230	4657	Major Suburban	19.2%	Academically Acceptable
Lewisville	10/30/2006	Agree	48890	5176	Major Suburban	21.4%	Academically Acceptable
Lewisville	2/19/2007	Agree	48890	5176	Major Suburban	21.4%	Academically Acceptable
Lewisville	2/9/2007	Non-ag	48890	5176	Major Suburban	21.4%	Academically Acceptable
Lexington	11/29/2006	Agree	990	101	Non Metro. Stable	45.3%	Academically Acceptable
Lufkin	8/13/2007	Non-ag	8601	1189	Independent Town	65.0%	Academically Acceptable
Luling	1/30/2007	Agree	1527	161	Independent Town	63.5%	Academically Unacceptable

Luling	5/16/2007	Agree	1527	161	Independent Town	63.5%	Academically Unacceptable
Marshall	7/24/2007	Agree	5733	735	Independent Town	61.7%	Academically Acceptable
McAllen	1/8/2007	Agree	24558	1820	Other Central City	70.2%	Academically Acceptable
McKinney	12/20/2006	Agree	21073	1945	Non Metro. Fast Grow	23.8%	Academically Acceptable
McKinney	7/12/2007	Non-ag	21073	1945	Non Metro. Fast Grow	23.8%	Academically Acceptable
Mesquite	12/8/2006	Agree	35833	4917	Major Suburban	49.6%	Academically Acceptable
Mesquite		Cancelled	35833	4917	Major Suburban	49.6%	Academically Acceptable
Mesquite	4/23/2007	Non-ag	35833	4917	Major Suburban	49.6%	Academically Acceptable
Midland	6/12/2007	Agree	20827	1767	Other Central City	49.1%	Academically Acceptable
Midway	11/17/2006	Agree	6245	608	Rural	21.7%	Academically Acceptable
Needville	4/16/2007	Agree	2611	337	Other Central City Suburban	31.2%	Academically Acceptable
New Frontiers Charter	6/20/2007	Non-ag	627	78	Charter	88.7%	AEA: Academically Acceptable
North East	2/14/2007	Agree	61003	7426	Major Urban	39.0%	Academically Acceptable
Northside	4/16/2007	Agree	81861	10449	Major Urban	46.3%	Recognized
Northside	5/23/2007	Non-ag	81861	10449	Major Urban	46.3%	Recognized
Northside	5/29/2007	Agree	81861	10449	Major Urban	46.3%	Recognized
Northside	6/21/2007	Agree	81861	10449	Major Urban	46.3%	Recognized
Northwest	9/7/2007	Non-ag	10334	1095	Other Central City Suburban	20.2%	Academically Acceptable
Palestine	2/9/2007	Cancelled	3405	327	Independent Town	65.1%	Academically Acceptable
Palestine	4/19/2007	Non-ag	3405	327	Independent Town	65.1%	Academically Acceptable
Pearland		Cancelled	16159	1595	Major Suburban	22.1%	Academically Acceptable

Pine Tree	1/8/2007	Cancelled	4574	468	Other Central City Suburban	43.9%	Academically Acceptable
Plano	12/12/2006	Agree	52753	5951	Major Suburban	18.7%	Academically Acceptable
Plano		Cancelled	52753	5951	Major Suburban	18.7%	Academically Acceptable
Princeton	4/27/2007	Agree	2584	353	Non Metro. Fast Grow	44.7%	Academically Acceptable
Quinlan	4/5/2007	Agree	2708	408	Non Metro. Stable	56.7%	Academically Acceptable
Quitman	6/28/2007	Agree	1148	151	Independent Town	43.0%	Academically Acceptable
Riviera	1/10/2007	Agree	499	57	Rural	56.9%	Academically Acceptable
Rockwall	2/23/2007	Agree	12468	1191	Other Central City Suburban	19.6%	Academically Acceptable
Round Rock	6/19/2007	Agree	39092	3353	Major Suburban	24.8%	Academically Acceptable
San Benito	5/1/2007	Non-ag	10641	1055	Other Central City Suburban	80.6%	Academically Acceptable
San Benito	10/3/2007	Agree	10641	1055	Other Central City Suburban	80.6%	Academically Acceptable
San Marcos		Cancelled	7179	688	Other Central City	67.1%	Academically Acceptable
San Marcos	6/21/2007	Agree	7179	688	Other Central City	67.1%	Academically Acceptable
Sinton	2/16/2007	Agree	2107	263	Non Metro. Stable	67.8%	Academically Acceptable
Sinton	7/13/2007	Agree	2107	263	Non Metro. Stable	67.8%	Academically Acceptable
Sinton	8/21/2007	Agree	2107	263	Non Metro. Stable	67.8%	Academically Acceptable
Socorro	9/27/2006	Agree	38162	3670	Major Suburban	72.8%	Academically Acceptable
South San Antonio	6/22/2007	Agree	9786	972	Major Suburban	90.9%	Academically Acceptable
Spring	1/16/2007	Non-ag	32227	3434	Major Suburban	59.6%	Academically Acceptable
Spring	5/9/2007	Agree	32227	3434	Major Suburban	59.6%	Academically Acceptable

Stockdale	10/10/2006	Agree	740	89	Non Metro. Stable	45.3%	Academically Acceptable
Stockdale	10/20/2006	Non-ag	740	89	Non Metro. Stable	45.3%	Academically Acceptable
Stockdale	12/21/2006	Agree	740	89	Non Metro. Stable	45.3%	Academically Acceptable
Tom Bean	1/3/2007	Agree	839	118	Other Central City Suburban	30.9%	Academically Acceptable
Tomball	6/25/2007	Non-ag	9076	646	Major Suburban	20.1%	Academically Acceptable
Tomball	6/25/2007	Non-ag	9076	646	Major Suburban	20.1%	Academically Acceptable
Tomball	6/13/2007	Agree	9076	646	Major Suburban	20.1%	Academically Acceptable
United	5/4/2007	Agree	37671	4238	Other Central City	72.4%	Academically Acceptable
United	8/1/2007	Agree	37671	4238	Other Central City	72.4%	Academically Acceptable
Van Alstyne	7/12/2007	Agree	1391	168	Other Central City Suburban	19.8%	Recognized
Victoria	2/2/2007	Agree	13745	1700	Independent Town	57.2%	Academically Acceptable
Victoria	2/1/2007	Agree	13745	1700	Independent Town	57.2%	Academically Acceptable
Victoria	5/24/2007	Agree	13745	1700	Independent Town	57.2%	Academically Acceptable
Vidor	11/29/2006	Agree	4899	881	Other Central City Suburban	50.3%	Academically Acceptable
Vidor	1/12/2007	Agree	4899	881	Other Central City Suburban	50.3%	Academically Acceptable
Vidor	5/10/2007	Agree	4899	881	Other Central City Suburban	50.3%	Academically Acceptable
Vidor	5/8/2007	Cancelled	4899	881	Other Central City Suburban	50.3%	Academically Acceptable
Waco	3/30/2007	Non-ag	15403	1921	Other Central City	82.3%	Academically Acceptable
Weatherford	3/29/2007	Non-ag	7232	808	Other Central	36.5%	Academically Acceptable

					City		
Wharton	5/21/2007	Agree	2358	236	Non Metro. Stable	67.7%	Academically Unacceptable
Wichita Falls	2/8/2007	Agree	14675	2165	Other Central City	54.2%	Academically Acceptable
Yoakum		Cancelled	1540	231	Non Metro. Stable	61.9%	Academically Acceptable
Ysleta	3/5/2007	Agree	45143	5122	Major Urban	79.2%	Academically Acceptable

2007

LEA	MED date	Outcome	# of Students	# of Sped Students	LOCATION	% Eco. Dis.	AEIS
Alamo Heights		Cancelled	4572	320	Major Suburban	18.9%	Academically Acceptable
Aledo		Cancelled	4428	363	Major Suburban	10.0%	Academically Acceptable
Alief		Cancelled	45057	4324	Major Suburban	70.0%	Academically Acceptable
Alief		Cancelled	45057	4324	Major Suburban	70.0%	Academically Acceptable
Allen	10/26/2007	Agree	16991	1877	Other Central City Suburban	13.8%	Recognized
Anna	6/10/2008	Agree	2000	220	Other Central City Suburban	35.7%	Academically Acceptable
Arlington	6/4/2008	Non-Agr	62560	5646	Major Urban	54.1%	Academically Acceptable
Arlington	8/6/2008	Agree	62560	5646	Major Urban	54.1%	Academically Acceptable
Athens	6/17/2008	Agree	3471	337	Independent Town	62.3%	Academically Acceptable
Austin	11/2/2007	Agree	82181	8181	Major Urban	60.7%	Academically Acceptable
Austin		Cancelled	82181	8181	Major Urban	60.7%	Academically Acceptable
Austin		Cancelled	82181	8181	Major Urban	60.7%	Academically Acceptable
Austin	12/13/2007	Agree	82181	8181	Major Urban	60.7%	Academically Acceptable
Austin	3/7/2008	Agree	82181	8181	Major Urban	60.7%	Academically Acceptable
Austin	4/18/2008	Agree	82181	8181	Major Urban	60.7%	Academically Acceptable
Austin	6/19/2008	Agree	82181	8181	Major Urban	60.7%	Academically Acceptable
Austin	8/28/2008	Non-Agr	82181	8181	Major Urban	60.7%	Academically Acceptable
Bay City	2/14/2008	Non-Agr	3985	398	Independent Town	55.6%	Academically Acceptable
Beaumont	11/12/2007	Non-Agr	19277	1755	Other Central City	69.0%	Academically Acceptable
Beaumont	11/12/2007	Non-Agr	19277	1755	Other Central City	69.0%	Academically Acceptable

Beaumont		Cancelled	19277	1755	Other Central City	69.0%	Academically Acceptable
Beaumont	4/6/2008	Agree	19277	1755	Other Central City	69.0%	Academically Acceptable
Beaumont	7/28/2008	Non-Agr	19277	1755	Other Central City	69.0%	Academically Acceptable
Beaumont	7/29/2008	Agree	19277	1755	Other Central City	69.0%	Academically Acceptable
Beeville	6/5/2008	Agree	3555	336	Independent Town	69.1%	Academically Acceptable
Birdville	9/24/2008	Non-Agr	22007	2449	Major Suburban	45.8%	Academically Acceptable
Brazosport	1/14/2008	Agree	13025	1610	Other Central City	50.8%	Academically Acceptable
Brazosport	2/18/2008	Agree	13025	1610	Other Central City	50.8%	Academically Acceptable
Brazosport	4/28/2008	Agree	13025	1610	Other Central City	50.8%	Academically Acceptable
Brazosport		Cancelled	13025	1610	Other Central City	50.8%	Academically Acceptable
Brownsville	10/17/2007	Agree	48796	5311	Other Central City	94.5%	Academically Acceptable
Brownsville	10/18/2007	Agree	48796	5311	Other Central City	94.5%	Academically Acceptable
Brownsville	12/12/2007	Agree	48796	5311	Other Central City	94.5%	Academically Acceptable
Brownsville	12/12/2007	Agree	48796	5311	Other Central City	94.5%	Academically Acceptable
Brownsville	12/12/2007	Agree	48796	5311	Other Central City	94.5%	Academically Acceptable
Brownsville	11/6/2007	Non-Agr	48796	5311	Other Central City	94.5%	Academically Acceptable
Brownsville	11/30/2007	Non-Agr	48796	5311	Other Central City	94.5%	Academically Acceptable
Brownsville	12/5/2007	Agree	48796	5311	Other Central City	94.5%	Academically Acceptable
Brownsville	12/7/2007	Agree	48796	5311	Other Central City	94.5%	Academically Acceptable
Brownsville	12/7/2007	Agree	48796	5311	Other Central City	94.5%	Academically Acceptable
Brownsville	12/7/2007	Agree	48796	5311	Other Central City	94.5%	Academically Acceptable
Brownsville	1/9/2008	Non-Agr	48796	5311	Other Central City	94.5%	Academically Acceptable
Brownsville	1/14/2008	Non-Agr	48796	5311	Other Central City	94.5%	Academically Acceptable

Brownsville	2/26/2008	Agree	48796	5311	Other Central City	94.5%	Academically Acceptable
Brownsville	2/27/2008	Agree	48796	5311	Other Central City	94.5%	Academically Acceptable
Brownsville	3/4/2008	Agree	48796	5311	Other Central City	94.5%	Academically Acceptable
Brownsville	3/4/2008	Agree	48796	5311	Other Central City	94.5%	Academically Acceptable
Brownsville	3/11/2008	Agree	48796	5311	Other Central City	94.5%	Academically Acceptable
Brownsville	3/10/2008	Agree	48796	5311	Other Central City	94.5%	Academically Acceptable
Brownsville	4/25/2008	Agree	48796	5311	Other Central City	94.5%	Academically Acceptable
Brownsville	4/25/2008	Agree	48796	5311	Other Central City	94.5%	Academically Acceptable
Brownsville	4/24/2008	Agree	48796	5311	Other Central City	94.5%	Academically Acceptable
Brownsville	6/27/2008	Agree	48796	5311	Other Central City	94.5%	Academically Acceptable
Brownsville	7/31/2008	Agree	48796	5311	Other Central City	94.5%	Academically Acceptable
Brownsville	7/22/2008	Agree	48796	5311	Other Central City	94.5%	Academically Acceptable
Brownsville	7/29/2008	Agree	48796	5311	Other Central City	94.5%	Academically Acceptable
Brownsville	7/28/2008	Agree	48796	5311	Other Central City	94.5%	Academically Acceptable
Bryan	4/29/2008	Agree	14731	1092	Other Central City	66.8%	Academically Acceptable
Bullard	2/9/2008	Agree	1774	195	Other Central City Suburban	32.1%	Academically Acceptable
Calallen	11/14/2007	Agree	3837	354	Non Metro. Stable	40.6%	Academically Acceptable
Calallen	4/30/2008	Agree	3837	354	Non Metro. Stable	40.6%	Academically Acceptable
Calallen	8/27/2008	Non-Agr	3837	354	Non Metro. Stable	40.6%	Academically Acceptable
China Spring	3/4/2008	Non-Agr	2137	258	Non Metro. Stable	24.9%	Recognized
Clarendon	12/19/2007	Agree	495	63	Rural	55.6%	Academically Acceptable
Clear Creek	12/12/2007	Agree	36153	3619	Major Suburban	17.5%	Recognized
Clear Creek	7/10/2008	Non-Agr	36153	3619	Major Suburban	17.5%	Recognized

Clear Creek	7/9/2008	Agree	36153	3619	Major Suburban	17.5%	Recognized
Conroe	8/28/2008	Agree	46302	14690	Other Central City	31.7%	Academically Acceptable
Conroe		Cancelled	46302	14690	Other Central City	31.7%	Academically Acceptable
Coppell	11/6/2007	Cancelled	9930	777	Major Suburban	8.0%	Recognized
Copperas Cove	5/27/2008	Non-Agr	7871	797	Other Central City Suburban	42.6%	Recognized
Corpus Christi	10/19/2007	Non-Agr	38576	4775	Other Central City	64.8%	Academically Acceptable
Corpus Christi	10/31/2007	Agree	38576	4775	Other Central City	64.8%	Academically Acceptable
Corpus Christi	10/12/2007	Agree	38576	4775	Other Central City	64.8%	Academically Acceptable
Corpus Christi	11/29/2007	Agree	38576	4775	Other Central City	64.8%	Academically Acceptable
Corpus Christi	1/10/2008	Agree	38576	4775	Other Central City	64.8%	Academically Acceptable
Corpus Christi	1/25/2008	Agree	38576	4775	Other Central City	64.8%	Academically Acceptable
Corpus Christi	2/21/2008	Agree	38576	4775	Other Central City	64.8%	Academically Acceptable
Corpus Christi	2/15/2008	Agree	38576	4775	Other Central City	64.8%	Academically Acceptable
Corpus Christi	3/25/2008	Agree	38576	4775	Other Central City	64.8%	Academically Acceptable
Corpus Christi	3/26/2008	Agree	38576	4775	Other Central City	64.8%	Academically Acceptable
Corpus Christi	4/3/2008	Agree	38576	4775	Other Central City	64.8%	Academically Acceptable
Corpus Christi	4/16/2008	Agree	38576	4775	Other Central City	64.8%	Academically Acceptable
Corpus Christi	5/12/2008	Agree	38576	4775	Other Central City	64.8%	Academically Acceptable
Corpus Christi	5/13/2008	Agree	38576	4775	Other Central City	64.8%	Academically Acceptable
Corpus Christi	5/19/2008	Agree	38576	4775	Other Central City	64.8%	Academically Acceptable
Corpus Christi	5/20/2008	Agree	38576	4775	Other Central City	64.8%	Academically Acceptable
Corpus Christi	6/17/2008	Agree	38576	4775	Other Central City	64.8%	Academically Acceptable
Corpus Christi	7/18/2008	Agree	38576	4775	Other Central City	64.8%	Academically Acceptable

Corpus Christi	7/17/2008	Agree	38576	4775	Other Central City	64.8%	Academically Acceptable
Corpus Christi	8/6/2008	Agree	38576	4775	Other Central City	64.8%	Academically Acceptable
Crosby		Cancelled	4855	468	Major Suburban	39.8%	Academically Acceptable
Cypress-Fairbanks	11/5/2007	Agree	96546	7542	Major Suburban	35.7%	Recognized
Cypress-Fairbanks		Cancelled	96546	7542	Major Suburban	35.7%	Recognized
Cypress-Fairbanks	7/23/2008	Agree	96546	7542	Major Suburban	35.7%	Recognized
Cypress-Fairbanks	7/24/2008	Agree	96546	7542	Major Suburban	35.7%	Recognized
Dallas	11/29/2007	Agree	157605	12648	Major Urban	84.7%	Academically Acceptable
Dallas	11/30/2007	Agree	157605	12648	Major Urban	84.7%	Academically Acceptable
Dallas	1/9/2008	Agree	157605	12648	Major Urban	84.7%	Academically Acceptable
Dallas	3/26/2008	Non-Agr	157605	12648	Major Urban	84.7%	Academically Acceptable
Dallas	7/22/2008	Non-Agr	157605	12648	Major Urban	84.7%	Academically Acceptable
Dallas	7/17/2008	Non-Agr	157605	12648	Major Urban	84.7%	Academically Acceptable
Dallas	8/28/2008	Non-Agr	157605	12648	Major Urban	84.7%	Academically Acceptable
Dallas	8/28/2008	Non-Agr	157605	12648	Major Urban	84.7%	Academically Acceptable
Dallas	9/22/2008	Agree	157605	12648	Major Urban	84.7%	Academically Acceptable
Del Valle	7/2/2008	Non-Agr	9159	967	Major Suburban	79.2%	Academically Acceptable
Dime Box	11/28/2007	Agree	160	29	Rural	55.6%	Academically Acceptable
Dripping Springs	9/22/2008	Agree	4010	400	Major Suburban	10.0%	Academically Acceptable
Duncanville	4/18/2008	Agree	12385	1332	Major Suburban	64.1%	Academically Acceptable
Eanes	9/20/2007	Agree	7306	607	Major Suburban	2.5%	Academically Acceptable
Eanes	12/3/2007	Agree	7306	607	Major Suburban	2.5%	Academically Acceptable
Eanes	4/17/2008	Non-Agr	7306	607	Major Suburban	2.5%	Academically Acceptable

Eanes	9/29/2008	Non-Agr	7306	607	Major Suburban	2.5%	Academically Acceptable
Early	11/30/2007	Agree	1362	162	Non Metro. Stable	42.0%	Recognized
Ector	12/11/2007	Non-Agr	264	48	Rural	39.4%	Recognized
Edcouch-Elsa	5/27/2008	Agree	5651	471	Other Central City Suburban	95.6%	Academically Acceptable
Edinburg	12/18/2007	Agree	29762	2683	Other Central City	85.5%	Academically Acceptable
Edinburg	1/30/2008	Agree	29762	2683	Other Central City	85.5%	Academically Acceptable
El Campo	3/13/2008	Non-Agr	3407	361	Independent Town	63.2%	Academically Acceptable
El Paso	11/15/2007	Non-Agr	61839	5243	Major Urban	68.2%	Academically Acceptable
El Paso	1/16/2008	Agree	61839	5243	Major Urban	68.2%	Academically Acceptable
El Paso	12/12/2007	Non-Agr	61839	5243	Major Urban	68.2%	Academically Acceptable
Fort Bend	12/11/2007	Agree	67780	5269	Major Suburban	30.6%	Academically Acceptable
Fort Bend	4/30/2008	Agree	67780	5269	Major Suburban	30.6%	Academically Acceptable
Fort Worth	3/11/2008	Agree	78732	6367	Major Urban	68.8%	Academically Acceptable
Fort Worth	6/4/2008	Agree	78732	6367	Major Urban	68.8%	Academically Acceptable
Goose Creek	7/18/2008	Non-Agr	20235	2067	Major Suburban	60.1%	Academically Acceptable
Grapevine-Colleyville	9/9/2008	Agree	13892	990	Major Suburban	15.7%	Recognized
Grapevine-Colleyville	8/6/2008	Non-Agr	13892	990	Major Suburban	15.7%	Recognized
Harlingen	6/9/2008	Agree	17838	1469	Other Central City Suburban	75.5%	Academically Acceptable
Harlingen	6/10/2008	Agree	17838	1469	Other Central City Suburban	75.5%	Academically Acceptable
Harmony Science Acad	8/4/2008	Agree	289	9	Charter	47.4%	Recognized
Highland Park	9/10/2008	Agree	6297	485	Rural	0.0%	Exemplary
Highland Park	9/8/2008	Non-Agr	6297	485	Rural	0.0%	Exemplary
Houston	1/28/2007	Agree	198769	17961	Major Urban	79.5%	Academically Acceptable

Houston	4/22/2008	Agree	198769	17961	Major Urban	79.5%	Academically Acceptable
Houston	5/20/2008	Agree	198769	17961	Major Urban	79.5%	Academically Acceptable
Huffman	3/27/2008	Agree	3083	272	Non Metro. Stable	25.0%	Recognized
Humble	7/30/2008	Non-Agr	32804	2948	Major Suburban	27.2%	Academically Acceptable
Humble	6/30/2008	Agree	32804	2948	Major Suburban	27.2%	Academically Acceptable
Huntington		Cancelled	1721	199	Non Metro. Stable	45.4%	Recognized
Hurst-Euless-Bedford	4/17/2008	Agree	20350	1977	Major Suburban	41.4%	Recognized
Ingleside	10/23/2007	Agree	2296	233	Non Metro. Stable	44.2%	Academically Acceptable
Joshua	4/30/2008	Agree	4606	443	Rural	41.8%	Academically Acceptable
Katy		Cancelled	53762	4412	Major Suburban	25.2%	Recognized
Katy	3/4/2008	Non-Agr	53762	4412	Major Suburban	25.2%	Recognized
Katy	9/5/2008	Agree	53762	4412	Major Suburban	25.2%	Recognized
Katy	10/3/2008	Agree	53762	4412	Major Suburban	25.2%	Recognized
Kerrville	2/5/2008	Agree	4747	464	Independent Town	49.8%	Recognized
Kileen	11/6/2007	Agree	38117	4686	Other Central City	48.8%	Academically Acceptable
Kileen	1/18/2008	Agree	38117	4686	Other Central City	48.8%	Academically Acceptable
Kileen	6/25/2008	Agree	38117	4686	Other Central City	48.8%	Academically Acceptable
Kileen	5/29/2008	Agree	38117	4686	Other Central City	48.8%	Academically Acceptable
Kileen	9/11/2008	Agree	38117	4686	Other Central City	48.8%	Academically Acceptable
Kileen	7/23/2008	Non-Agr	38117	4686	Other Central City	48.8%	Academically Acceptable
Kingsville	12/20/2007	Cancelled	4125	463	Independent Town	66.6%	Academically Acceptable
Klein	10/15/2007	Agree	42801	3225	Major Suburban	31.6%	Academically Acceptable
Klein	7/7/2008	Agree	42801	3225	Major Suburban	31.6%	Academically Acceptable

La Amistad Love & Learning	5/6/2008	Non-Agr	199	0	Charter	99.5%	Academically Unacceptable
La Grange	4/11/2008	Agree	1904	206	Non Metro. Stable	47.2%	Academically Acceptable
Lamar	11/29/2007	Agree	21794	2325	Other Central City	43.1%	Academically Acceptable
Lamar	5/27/2008	Agree	21794	2325	Other Central City	43.1%	Academically Acceptable
Lamar	6/3/2008	Agree	21794	2325	Other Central City	43.1%	Academically Acceptable
Leander		Cancelled	26443	2555	Major Suburban	17.2%	Academically Acceptable
Leander	5/1/2008	Agree	26443	2555	Major Suburban	17.2%	Academically Acceptable
Leander	5/1/2008	Agree	26443	2555	Major Suburban	17.2%	Academically Acceptable
Lewisville	6/25/2008	Agree	49449	5039	Major Suburban	21.9%	Academically Acceptable
Lewisville	10/6/2008	Agree	49449	5039	Major Suburban	21.9%	Academically Acceptable
Lufkin	10/10/2007	Agree	8540	1170	Independent Town	64.3%	Academically Acceptable
McKinney	8/19/2008	Non-Agr	22276	1976	Non Metro. Fast Grow	23.8%	Academically Acceptable
Midway	10/8/2007	Non-Agr			Rural		Academically Acceptable
Midway	4/10/2008	Agree			Other Central City Suburban		Academically Acceptable
Mineola		Cancelled	1580	175	Independent Town	57.8%	Academically Acceptable
Mineral Wells	9/18/2007	Agree	3658	559	Independent Town	57.4%	Academically Acceptable
Montgomery	4/25/2008	Agree	6075	594	Other Central City Suburban	22.3%	Academically Acceptable
New Braunfels	11/8/2007	Agree	7315	632	Other Central City Suburban	38.4%	Academically Acceptable
New Frontiers	3/28/2008	Agree	583	68	Charter	90.2%	AEA: Academically Acceptable
Newton		Cancelled	1272	186	Non Metro. Stable	67.9%	Academically Acceptable
North East	2/15/2008	Agree	61910	7008	Major Urban	39.2%	Recognized
North East	4/30/2008	Non-Agr	61910	7008	Major Urban	39.2%	Recognized
North East	5/21/2008	Agree	61910	7008	Major Urban	39.2%	Recognized

North East	6/16/2008	Agree	61910	7008	Major Urban	39.2%	Recognized
North East	6/16/2008	Agree	61910	7008	Major Urban	39.2%	Recognized
North East	6/17/2008	Agree	61910	7008	Major Urban	39.2%	Recognized
North East	6/9/2008	Non-Agr	61910	7008	Major Urban	39.2%	Recognized
North East	6/9/2008	Non-Agr	61910	7008	Major Urban	39.2%	Recognized
North East	6/26/2008	Non-Agr	61910	7008	Major Urban	39.2%	Recognized
Odem-Edroy	7/3/2008	Agree	1165	118	Non Metro. Stable	55.6%	Academically Acceptable
Palmer	12/11/2007	Non-Agr	1134	178	Other Central City Suburban	40.4%	Academically Acceptable
Pasadena	9/3/2008	Non-Agr	50603	3912	Major Suburban	69.0%	Academically Acceptable
Pearland	11/2/2007	Non-Agr	17021	1618	Major Suburban	22.1%	Academically Acceptable
Pflugerville	12/5/2007	Agree	20707	1925	Major Suburban	42.6%	Academically Acceptable
Port Aransas	4/9/2008	Agree	534	50	Rural	26.2%	Recognized
Rice CISD	8/6/2008	Agree	1282	209	Non Metro. Stable	67.2%	Academically Acceptable
Richardson	8/28/2008	Non-Agr	34091	3948	Major Suburban	49.6%	Recognized
Riesel		Cancelled	539	76	Rural	42.9%	Recognized
Riesel	6/27/2008	Agree	539	76	Rural	42.9%	Recognized
Riesel	6/27/2008	Agree	539	76	Rural	42.9%	Recognized
Robinson	3/31/2008	Agree	2174	266	Other Central City Suburban	26.2%	Academically Acceptable
Robstown	6/16/2008	Agree	3559	469	Non Metro. Stable	93.0%	Academically Acceptable
Rockwall	4/15/2008	Agree	13027	1165	Other Central City Suburban	19.9%	Academically Acceptable
Round Rock		Cancelled	40398	3171	Major Suburban	23.6%	Academically Acceptable
Round Rock	3/31/2008	Agree	40398	3171	Major Suburban	23.6%	Academically Acceptable
Round Rock	5/16/2008	Agree	40398	3171	Major Suburban	23.6%	Academically Acceptable

Round Rock		Cancelled	40398	3171	Major Suburban	23.6%	Academically Acceptable
Round Rock	4/23/2008	Agree	40398	3171	Major Suburban	23.6%	Academically Acceptable
Round Rock	5/22/2008	Agree	40398	3171	Major Suburban	23.6%	Academically Acceptable
Round Rock	7/30/2008	Agree	40398	3171	Major Suburban	23.6%	Academically Acceptable
Round Rock	8/6/2008	Agree	40398	3171	Major Suburban	23.6%	Academically Acceptable
Round Rock	12/1/2008	Agree	40398	3171	Major Suburban	23.6%	Academically Acceptable
Saill	6/12/2008	Agree			Charter	47.2%	Academically Unacceptable
Saill	3/28/2008	Agree			Charter	47.2%	Academically Unacceptable
Salado		Cancelled	1230	119	Other Central City Suburban	24.8%	Academically Acceptable
Salado	5/5/2008	Non-Agr	1230	119	Other Central City Suburban	24.8%	Academically Acceptable
San Angelo	7/30/2008	Non-Agr	14176	1743	Other Central City	53.8%	Academically Acceptable
San Antonio	11/12/2007	Agree	54726	6602	Major Urban	88.3%	Academically Acceptable
San Antonio	12/10/2007	Agree	54726	6602	Major Urban	88.3%	Academically Acceptable
San Benito	3/5/2008	Non-Agr	11001	960	Other Central City Suburban	81.4%	Academically Acceptable
San Marcos	11/16/2007	Non-Agr	7333	679	Other Central City	63.3%	Academically Acceptable
Santa Fe	7/1/2008	Agree	4504	449	Non Metro. Stable	27.0%	Academically Acceptable
Santa Gertrudis	6/19/2008	Agree	362	31	Non Metro. Fast Grow	39.2%	Academically Acceptable
Schertz-Cibola U City	1/9/2008	Agree	10335	1054	Other Central City	24.4%	Academically Acceptable
School of Excellence in Education	11/19/2007	Non-Agr	2658	267	Charter	78.7%	Academically Acceptable
Schulenburg		Cancelled	735	74	Rural	47.8%	Academically Acceptable
Seashore Learning Ctr	9/27/2007	Non-Agr	180	14	Charter	11.7%	Exemplary
Seashore Learning Ctr	1/28/2008	Non-Agr	180	14	Charter	11.7%	Exemplary
Seguin		Cancelled	7501	895	Other Central City Suburban	61.3%	Academically Acceptable

Seguin	9/8/2008	Agree	7501	895	Other Central City Suburban	61.3%	Academically Acceptable
Sinton	10/15/2007	Non-Agr	2117	249	Non Metro. Stable	66.8%	Academically Acceptable
Sinton	5/30/2008	Agree	2117	249	Non Metro. Stable	66.8%	Academically Acceptable
Sinton	6/26/2008	Agree	2117	249	Non Metro. Stable	66.8%	Academically Acceptable
Sinton	7/24/2008	Agree	2117	249	Non Metro. Stable	66.8%	Academically Acceptable
Socorro	1/31/2008	Agree	38696	3514	Major Suburban	72.9%	Academically Acceptable
Somerville	6/26/2008	Non-Agr	509	67	Rural	58.0%	Academically Unacceptable
Spring		Cancelled	33121	3391	Major Suburban	65.2%	Academically Acceptable
Spring	8/15/2008	Non-Agr	33121	3391	Major Suburban	65.2%	Academically Acceptable
Star Charter	6/11/2008	Non-Agr	315	7	Charter	0.0%	Recognized
Tornillo	12/20/2007	Agree	1248	71	Non Metro. Stable	96.0%	Recognized
United	8/7/2008	Agree	38887	3990	Other Central City	71.4%	Academically Acceptable
Uvalde	2/29/2008	Agree	4972	485	Independent Town	72.1%	Academically Acceptable
Venus		Cancelled	1758	258	Other Central City Suburban	63.3%	Academically Acceptable
Victoria	5/22/2008	Non-Agr	13541	1599	Independent Town	58.5%	Academically Acceptable
Victoria	6/18/2008	Agree	13541	1599	Independent Town	58.5%	Academically Acceptable
Vidor	11/5/2007	Agree	4854	858	Other Central City Suburban	48.7%	Academically Acceptable
Vidor	4/18/2008	Non-Agr	4854	858	Other Central City Suburban	48.7%	Academically Acceptable
West	12/14/2007	Agree	1519	229	Non Metro. Stable	41.1%	Academically Acceptable
West Oso	6/2/2008	Agree	2045	289	Other Central City Suburban	85.2%	Academically Acceptable
West Oso		Cancelled	2045	289	Other Central City Suburban	85.2%	Academically Acceptable
Whitehouse	6/17/2008	Agree	4388	300	Other Central City Suburban	30.4%	Academically Acceptable
Wylie	10/16/2007	Agree	10690	837	Non Metro. Fast Grow	25.3%	Academically Acceptable

Wylie		Cancelled	10690	837	Non Metro. Fast Grow	25.3%	Academically Acceptable
Wylie	6/24/2008	Agree	10690	837	Non Metro. Fast Grow	25.3%	Academically Acceptable
Wylie	7/11/2008	Agree	10690	837	Non Metro. Fast Grow	25.3%	Academically Acceptable