Special Education Monitoring Pilot Initiative

Division of Review and Support

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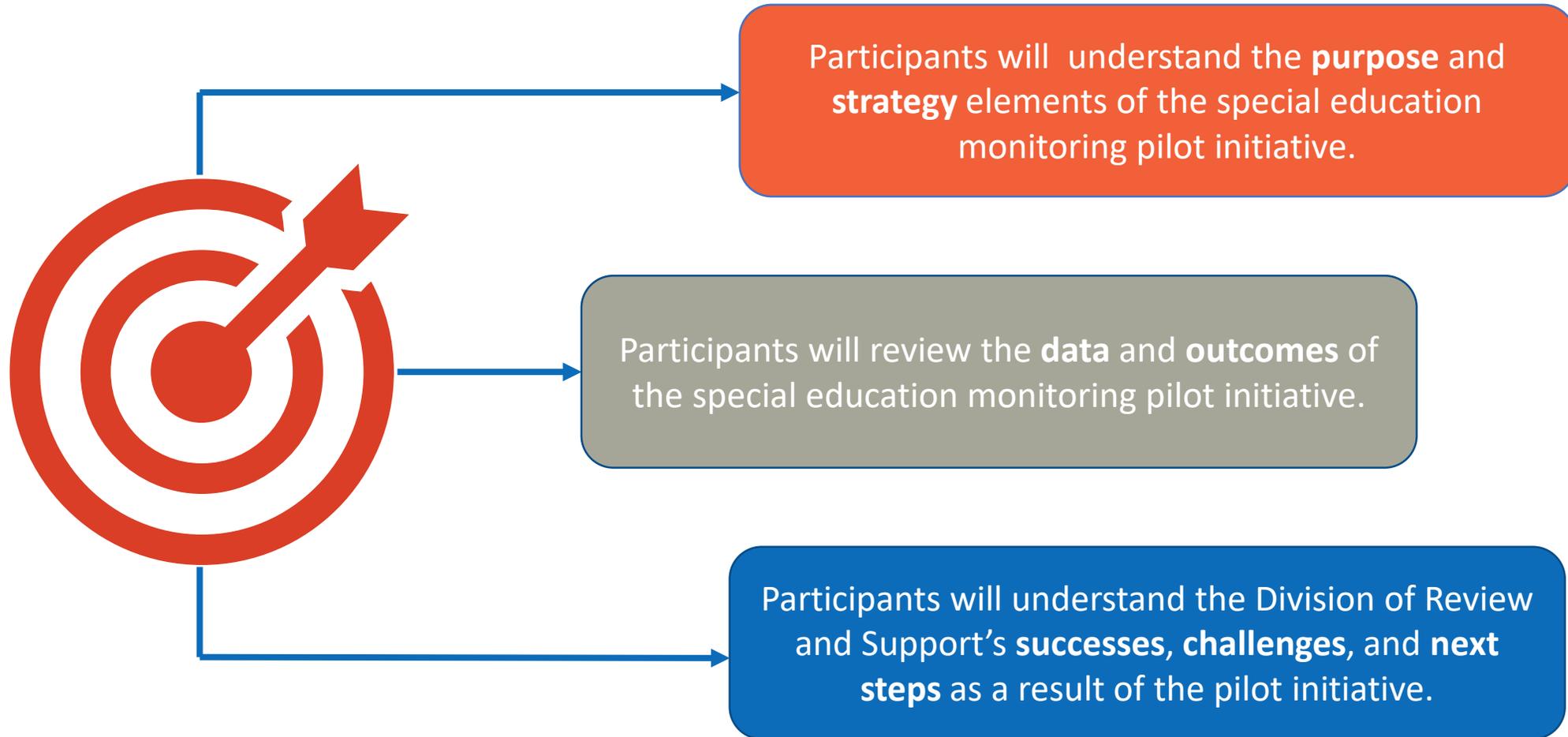Review and Support Program Specialist

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https://tea.texas.gov/Academics/Special_Student_Populations/Review_and_Support/Review_and_Support

Today's Objectives

Participants will understand the **purpose** and **strategy** elements of the special education monitoring pilot initiative.

Participants will review the **data** and **outcomes** of the special education monitoring pilot initiative.

Participants will understand the Division of Review and Support's **successes**, **challenges**, and **next steps** as a result of the pilot initiative.

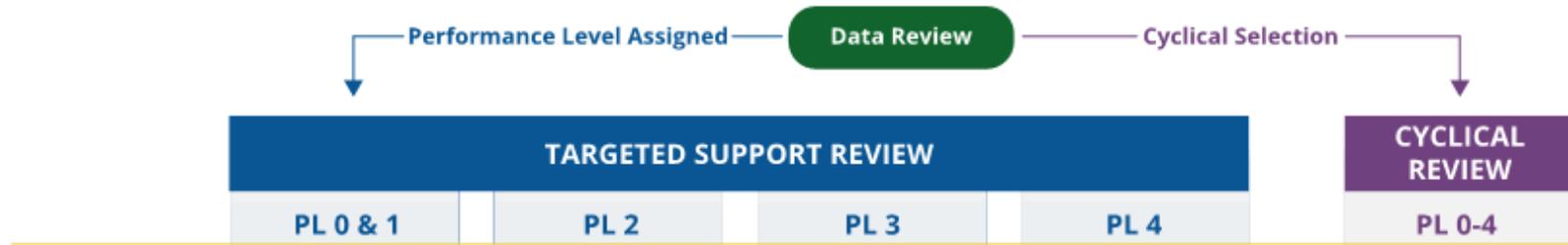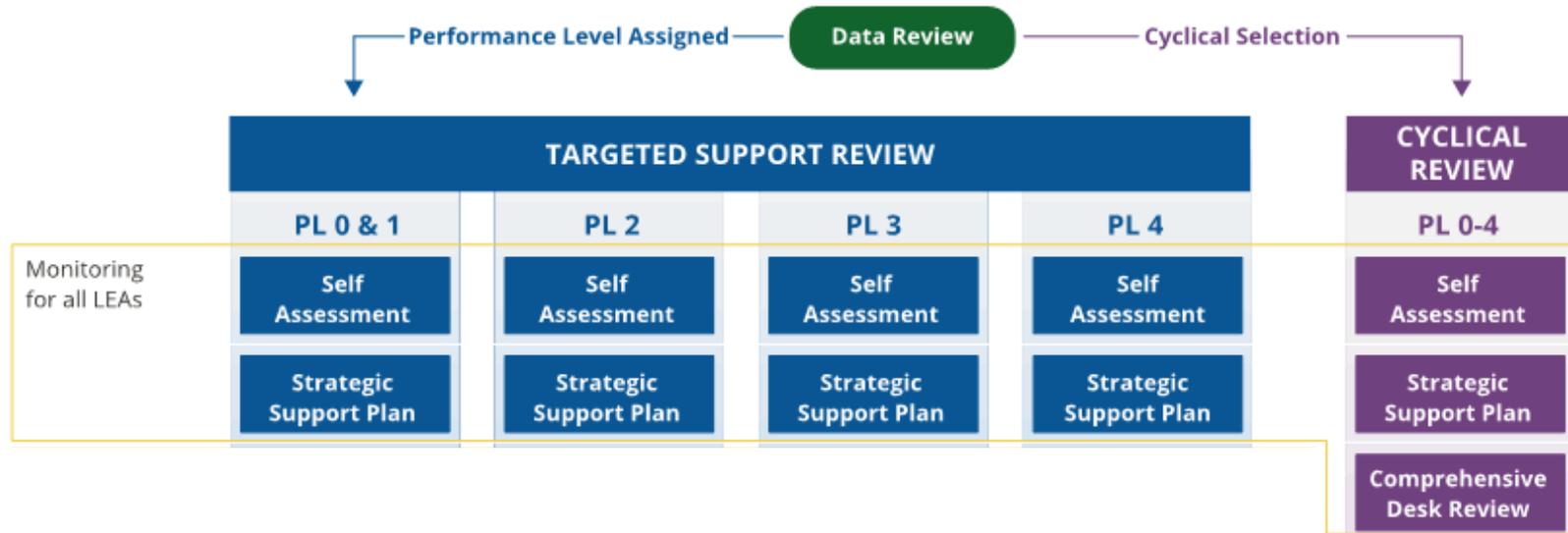# 2019-2020 Special Education Monitoring

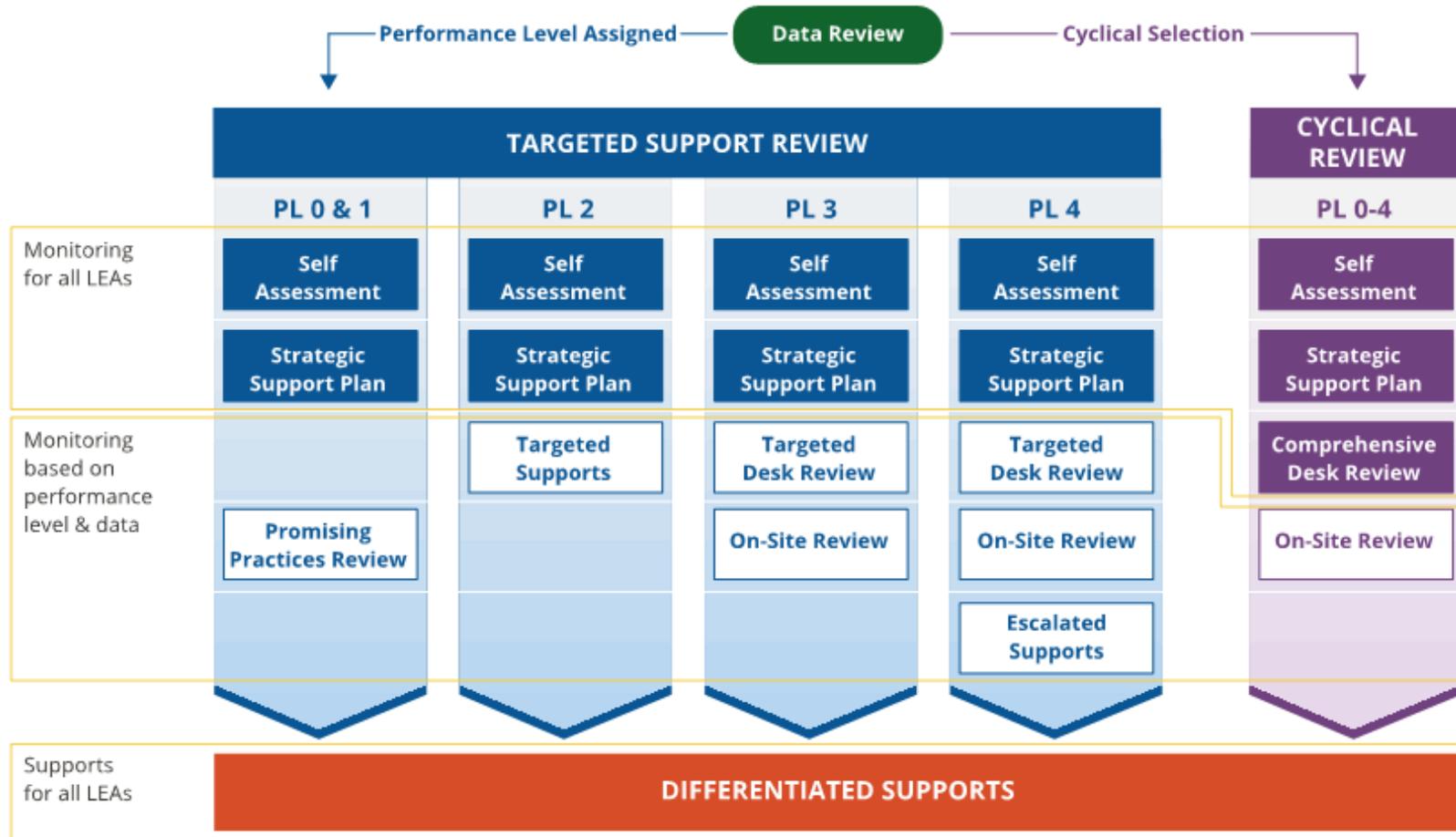# Differentiated Monitoring and Support

Required Monitoring Activities for all LEAs

Performance Level Assigned — Data Review — Cyclical Selection

TARGETED SUPPORT REVIEW				CYCLICAL REVIEW
PL 0 & 1	PL 2	PL 3	PL 4	PL 0-4
Self Assessment	Self Assessment	Self Assessment	Self Assessment	Self Assessment
Strategic Support Plan	Strategic Support Plan	Strategic Support Plan	Strategic Support Plan	Strategic Support Plan
				Comprehensive Desk Review

Monitoring for all LEAs

Supplementary Monitoring Activities
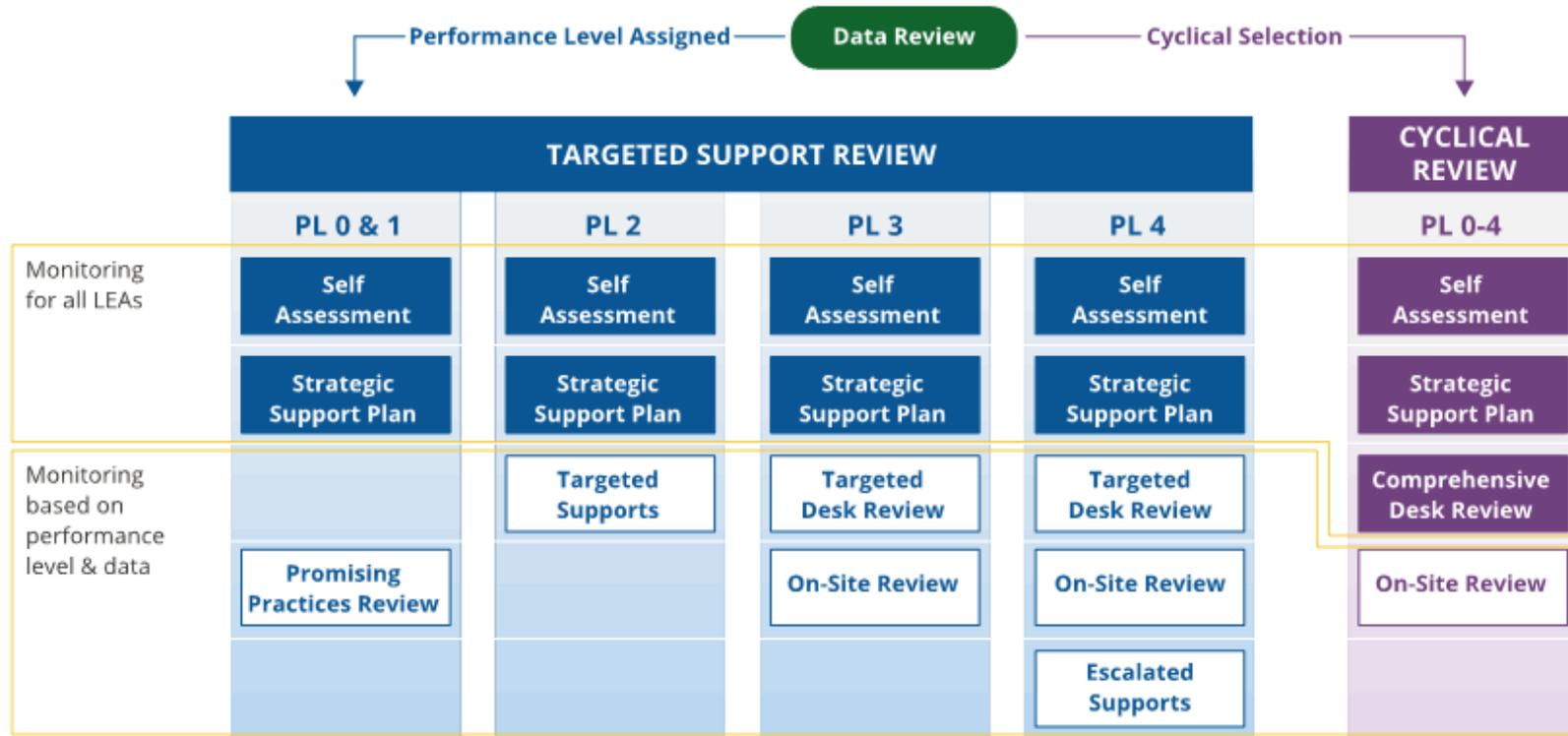
All LEAs Receive Support

Cyclical Monitoring Activities

CYCLICAL REVIEW

PL 0-4

- Self Assessment
- Strategic Support Plan
- Comprehensive Desk Review
- On-Site Review

LEA Actions:
- Complete self-assessment
- Strategic Support Plan
- Upload required student documentation

TEA Actions:
- Self-assessment summary review
- Policy review
- Student documentation review
- Final report

Cyclical Monitoring Activities

CYCLICAL REVIEW

PL 0-4

- Self Assessment
- Strategic Support Plan
- Comprehensive Desk Review
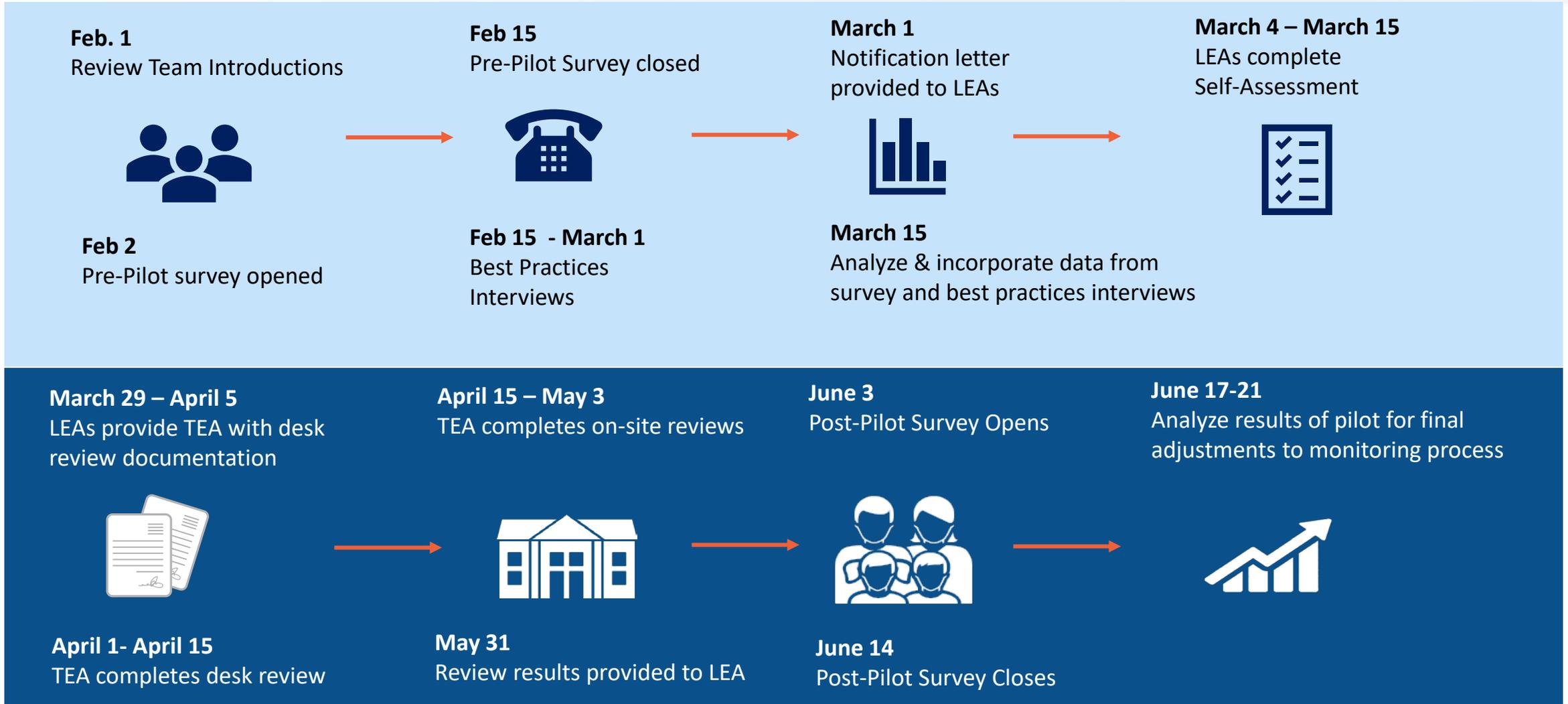- On-Site Review

On-Site Activities
- Follows desk review
- Logistics coordinated with the LEA
- Entrance meeting
- Interviews
- Student observations
- Exit conference

Pilot Timeline

Feb. 1
Review Team Introductions

Feb 15
Pre-Pilot Survey closed

March 1
Notification letter provided to LEAs

March 4 – March 15
LEAs complete Self-Assessment

Feb 2
Pre-Pilot survey opened

Feb 15 - March 1
Best Practices Interviews

March 15
Analyze & incorporate data from survey and best practices interviews

March 29 – April 5
LEAs provide TEA with desk review documentation

April 15 – May 3
TEA completes on-site reviews

June 3
Post-Pilot Survey Opens

June 17-21
Analyze results of pilot for final adjustments to monitoring process

April 1- April 15
TEA completes desk review

May 31
Review results provided to LEA

June 14
Post-Pilot Survey Closes

Pilot Development

Pilot Strategy and Activities

	Selection	Discovery	Engagement	Analysis	Close-Out
Key Question	How do we recruit and select volunteer LEAs?	What are the strengths and needs of the LEA?	How will we effectively engage the LEA?	What are the results of monitoring activities?	What are the highest leverage recommendations?
Focus	Clearly identify the objectives of the pilot	Understand the profile of the LEA	Conduct monitoring activities; Supportive approach	Focus on trends, high levers for capacity building	Provide focused recommendations for systems support
Activities	• Application development • LEA and ESC outreach • LEA selection	• LEA data profile • Best practices interviews • Pre-pilot stakeholder survey • LEA self-assessment	• Data uploads • Policy review • Student file review • On-site review • Inter-rater reliability	• Findings and themes • Inter-rater reliability • Clarifications • Guidance and coaching conversations	• Themes • Recommendations • Technical Assistance connections • Plan for follow-up

Pilot LEA Partners

LEA	District Type	Special Education Population	PBMAS Stage
Aldine ISD	Major Suburban	5458	4
Clear Creek ISD	Major Suburban	4254	1
Dickinson ISD	Other Central City	1178	1
Excel Academy	Charter	60	3
IL Texas	Charter	774	2
Lyford CISD	Non-Metropolitan Stable	122	1
Pearland ISD	Major Suburban	1975	1
San Antonio ISD	Major Urban	5235	4

Data Collection

Pre-Pilot Survey – Branching Survey

SharePoint

Best Practices Interviews
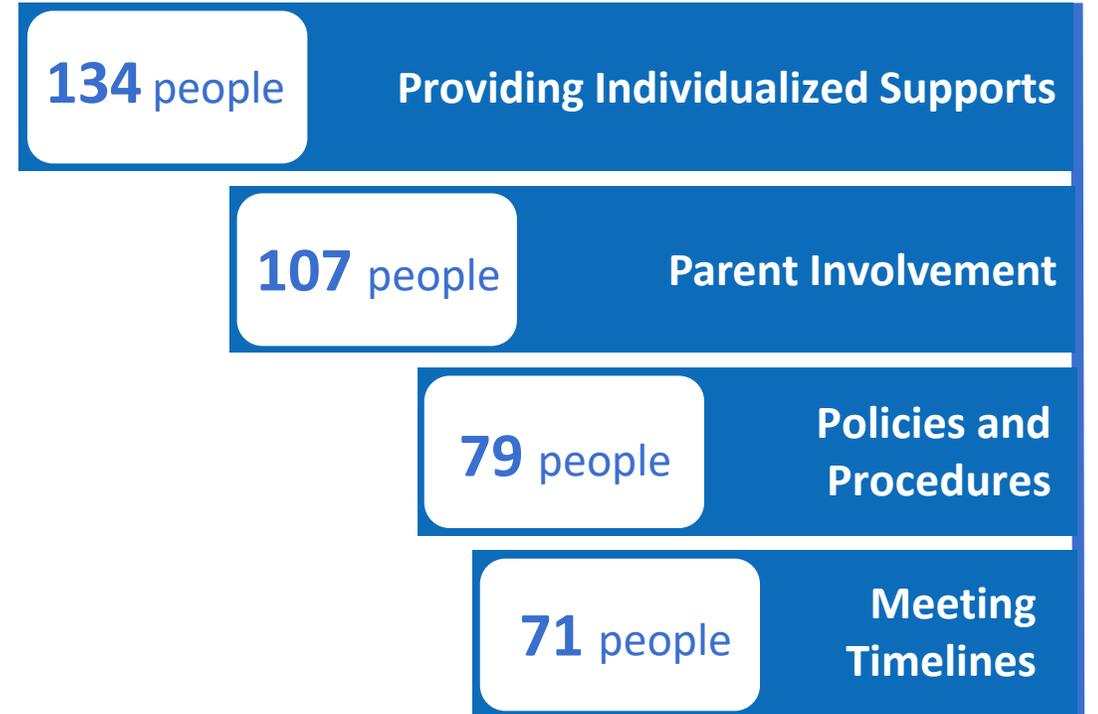
Post-Pilot Survey – Focused Group Survey
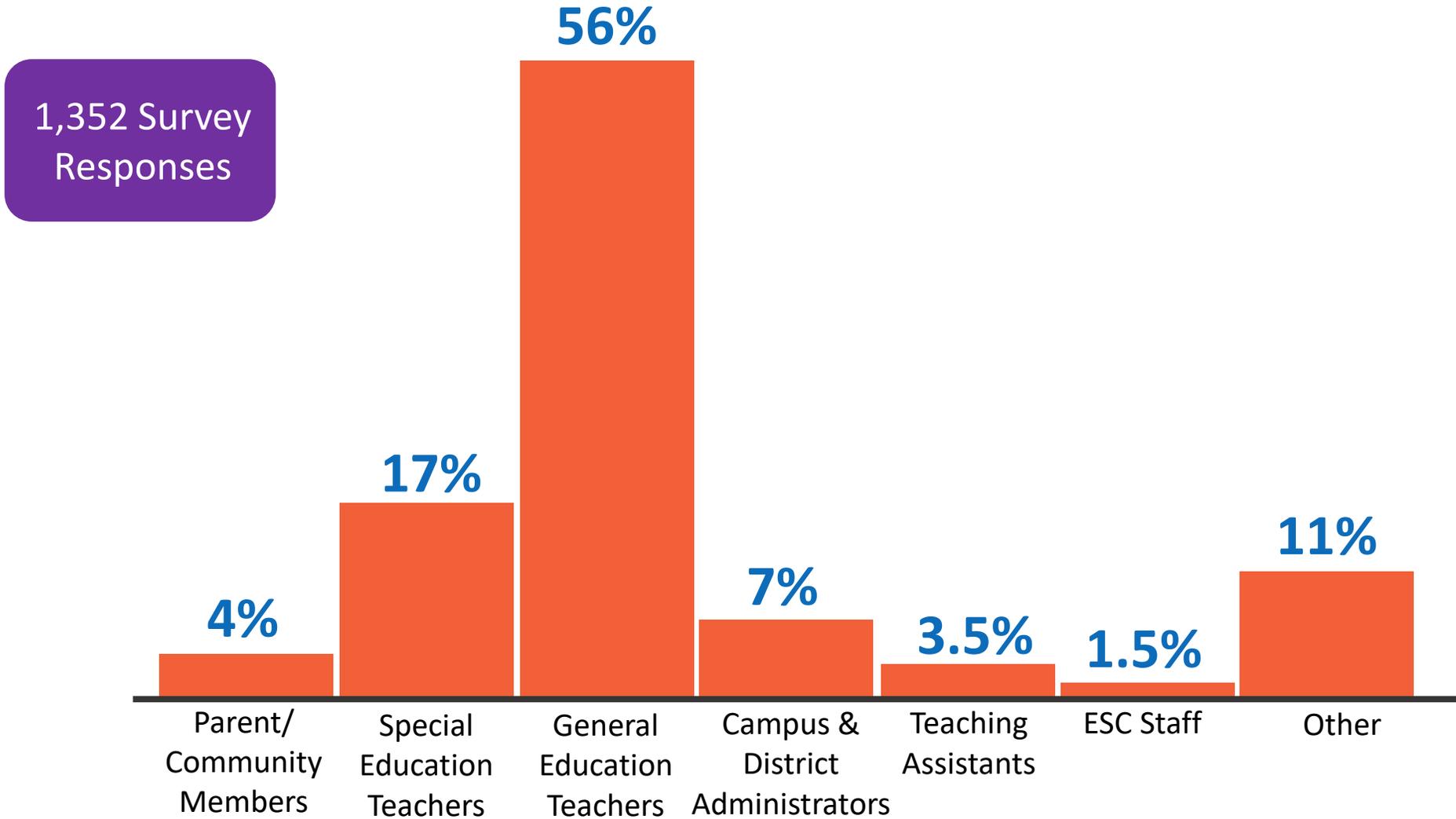
Preferred Support Areas

IEP Requirements and Procedures	**508** people
LRE/Placement	**433** people
Access to General Education Curriculum	**432** people
Post-Secondary Transition	**300** people
Personnel Qualifications	**289** people

Implementation Struggles

134 people	**Providing Individualized Supports**
107 people	**Parent Involvement**
79 people	**Policies and Procedures**
71 people	**Meeting Timelines**

Pilot Implementation

Diagnostic Framework

DIAGNOSTIC FRAMEWORK

Implementation	Student Outcomes	Family Engagement

- Properly Constituted ARD
- Evaluation
- IEP Content
- IEP Development
- IEP Implementation
- State Assessment
- Transition
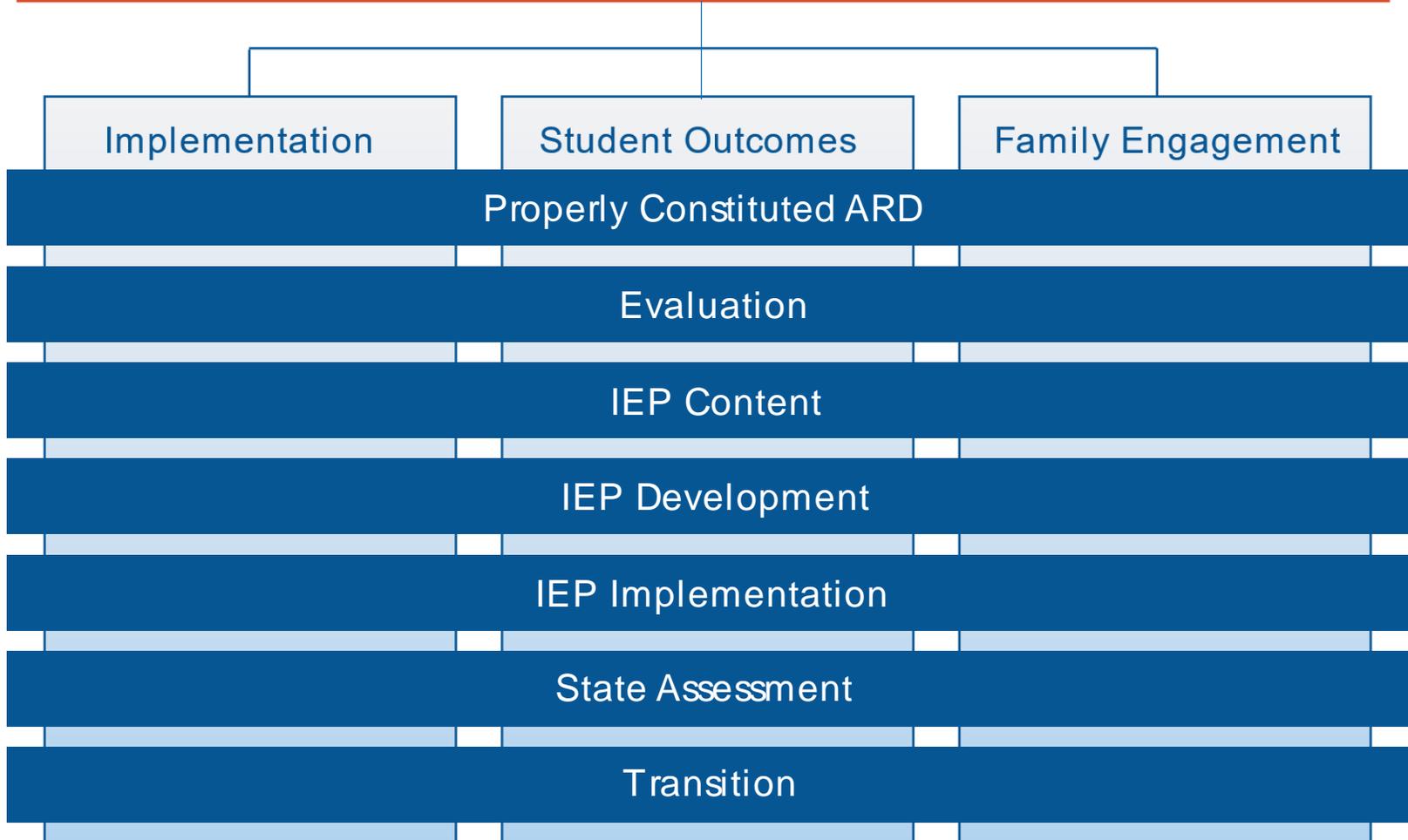
Three IDEA implementation domains

Seven focus areas of compliance

ESF Alignment

Lever 1
Strong School Leadership and Planning

1. Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities
2. **Focused plan development and regular monitoring of implementation and outcomes**

Lever 2
Effective, Well-Supported Teachers
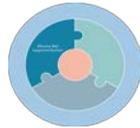
1. Recruit, select, assign, induct, and retain a full staff of highly qualified educators
2. **Build teacher capacity through observation and feedback cycles**

Lever 3
Positive School Culture

1. **Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations**
2. **Explicit behavioral expectations and management systems for students and staff**
3. **Proactive and responsive student support services**
4. **Involving families and community**

Lever 4
High-Quality Curriculum

1. **Curriculum and assessments aligned to TEKS with a year-long scope and sequence**

Lever 5
Effective Instruction

1. Objective-driven daily lesson plans with formative assessments
2. **Effective classroom routines and instructional strategies**
3. **Data-driven instruction**
4. **RTI for students with learning gaps**

Pilot Implementation

1 Pilot timelines, TEA and LEA activities, review team expectations, interview and communications

2 Self-assessment overview, calibration on scoring, supporting LEAs

3 Desk review protocols, data analysis, inter-rater reliability procedures for review teams

4 On-Site Review protocols, conducting stakeholder interviews

5 Travel requirements, expectations, planning
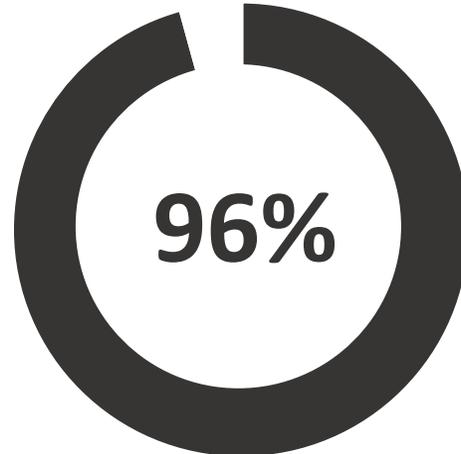
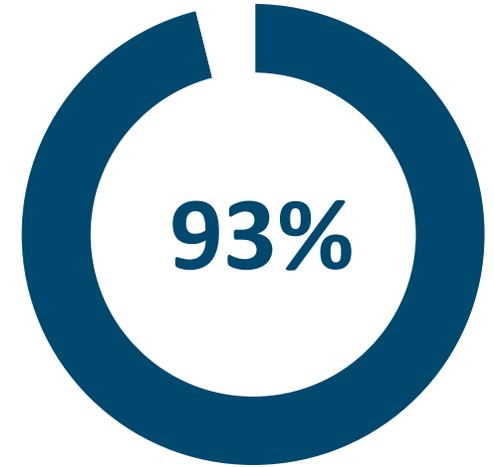**6** Pilot review begins, Review and Support team engages with LEAs

Pilot Data

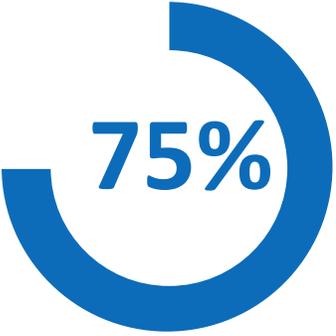# Post Pilot Feedback

98%

Of participants were **very satisfied or satisfied** with their experience.

96%

Of participants stated the new monitoring process would **improve outcomes** for students with disabilities.

93%

Of participants stated the new self-assessment was **user-friendly**.

Post-Pilot Feedback

75% Stated they were able to **easily submit** the requested desk-review documents.

93% Stated they received **adequate guidance** when uploading the requested documents.

… this was our only, and significant, frustration…

… it was an involved process.

… a lot of documents.

… files were too large.

… the team (R&S) came up with a viable solution for districts. The TEA manager and their team were responsive and creative in helping us work through the barrier.
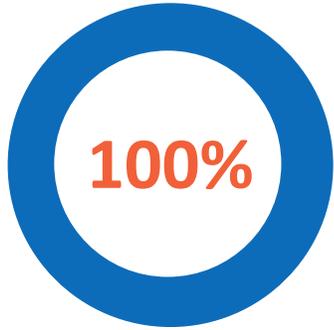
They provided specific guidance…

… the team (R&S) worked actively with us to resolve.

Stated TEA R&S Staff was **knowledgeable about special education rules and regulations**

95%

Stated TEA R&S Staff was **knowledgeable concerning the monitoring process**
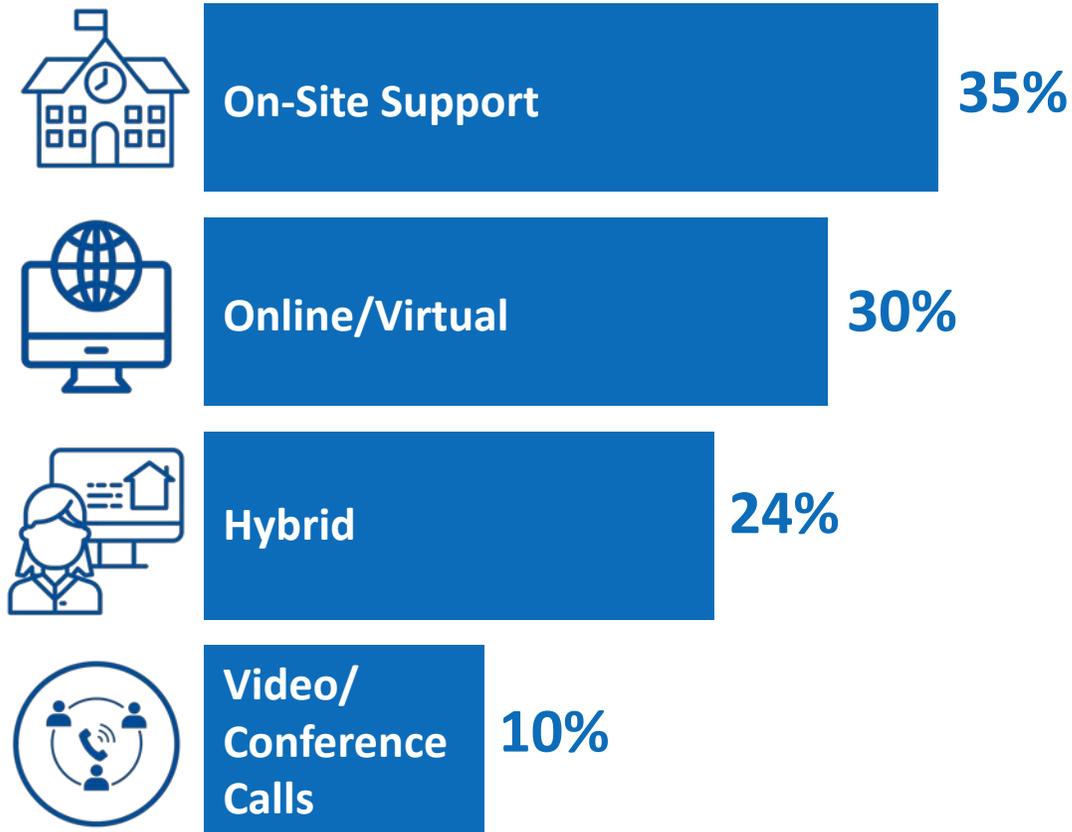
TEA Builds Confidence

100%

TEA appeared **organized** and **courteous** during the entrance meetings, and was **respectful** of the classroom environment

"This is a huge change. They **worked as partners** rather than setting themselves up in a combative position. We would **welcome them back anytime**...in my 25 years working in low SES districts and being through a variety of monitoring visits, this is the first one that felt like a **partnership**."

"The review staff was **extremely courteous**. They helped **to ease any of the fears** we had prior to entering the interview."

Technical Assistance

What type of Technical Assistance would be the most beneficial?

- On-Site Support — 35%
- Online/Virtual — 30%
- Hybrid — 24%
- Video/Conference Calls — 10%

What resources would be the most beneficial?

- Resource Guides/Materials — 40%
- Follow-Up Consultation — 33%
- Online Modules — 28%

Challenges and Next Steps

Challenges and Next Steps

Challenges
- Data upload restrictions
- On-site observation protocol
- Self-assessment
- Desk review

Next Steps
- Integrated system
- Redesigned on-site protocol
- Self-Assessment platform
- Desk Review revised

What We Learned

Process

- Importance of cyclical reviews
- Reports format and structure
- On-site scheduling considerations
- Entrance and exit conference protocols
- Inter-rater reliability

Practice

- Intensive Program of Instruction (IPI)
- Common language regarding "policies and procedures"
- General education teachers want professional development

Successes

- Relationship building with LEA
- Honest, constructive feedback
- Self-assessment
- Continuous improvement recommendations
- Clarifications process facilitated self-reflection
- Support for systemic noncompliance concerns
- Met all established timelines

Thank You!