



FEBRUARY 2018

SPECIAL EDUCATION  
DRAFT CORRECTIVE ACTION PLAN  
ONLINE SURVEY RESULTS

TEXAS EDUCATION AGENCY



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## INTRODUCTION

In response to the U.S. Department of Education (USDE), the Texas Education Agency (TEA) drafted a [corrective action plan](#) focused on four corrective actions cited by the USDE. TEA solicited feedback on the draft corrective action plan from members of the educational community, advocacy groups, and the public through focused meetings, listening sessions, a publicly available online survey, and comments submitted via email.

This report presents findings from the online surveys (English and Spanish language versions) in response to the initial draft of the corrective action plan.

## SURVEY FINDINGS

The following results are based on a total of 7,094 survey responses recorded by the survey system at the close of the survey (midnight on Tuesday, February 20, 2018).<sup>1</sup>

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### WHO TOOK THE SURVEY?

Survey respondents currently live in Texas (99.7%) and are White (90.3%), Black or African American (7.4%), Asian (2.4%), American Indian or Alaska Native (3.1%), Native Hawaiian or Other Pacific Islander (0.6%). 81 percent are not of Hispanic, Latino, or Spanish origin while

## SURVEY DESIGN

The survey contained a total of 29 questions. Nine of the questions were related to demographics collected to report on respondent characteristics (location, role, race/ethnicity, home language). Of the remaining 20 questions, 15 provided answer choices for respondents to select from or rate and five were open-ended to solicit suggestions for additional actions. Responses to open-ended comments are under review by TEA and are expected to be provided at a later date.

The survey was administered in English and Spanish. The two versions were identical in terms of question focus and format. The only difference between the two surveys was in the language used to present questions and responses. The term survey will be used throughout the report in reference to both versions. Copies of both survey protocols (English and Spanish) are presented as appendices to this report.

## SURVEY ADMINISTRATION

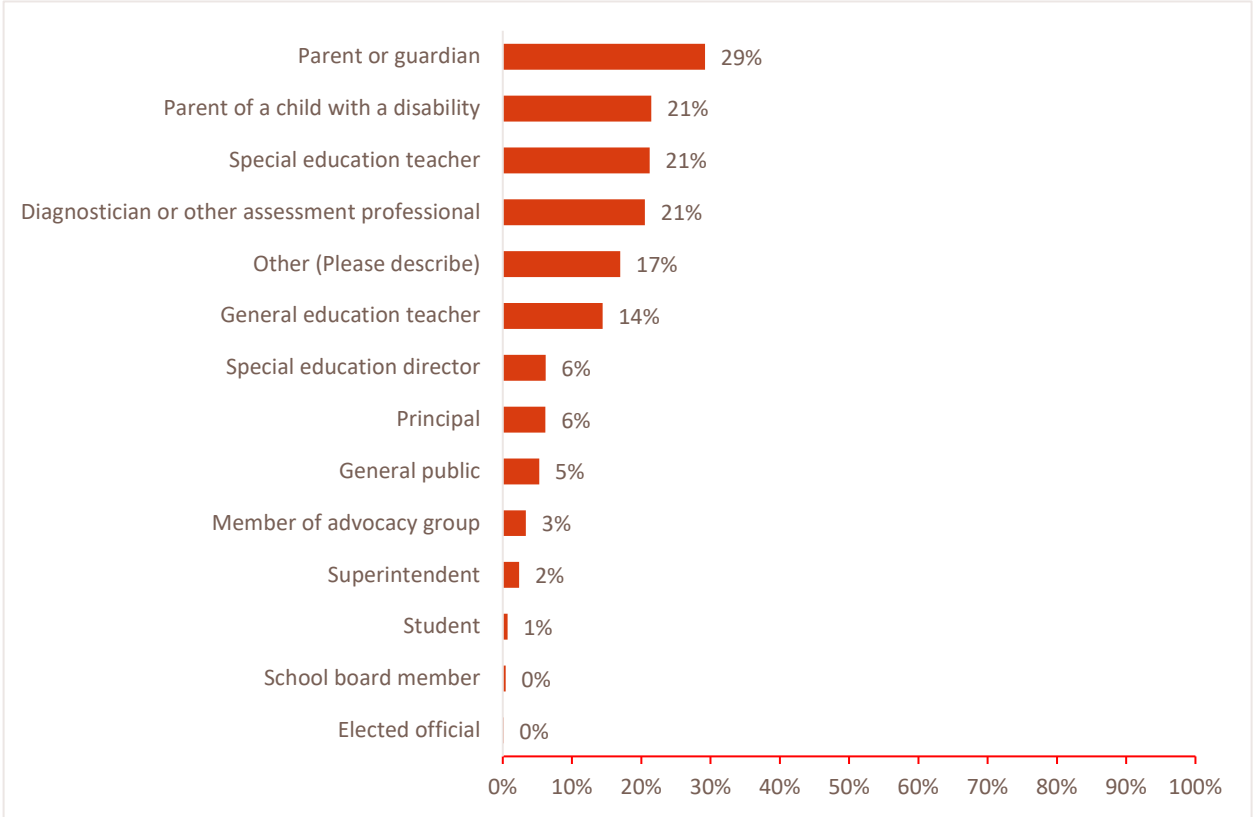
The survey was available via an online link posted on the [Special Education](#) section of the TEA website from Tuesday, January 23, 2018, through midnight on Tuesday, February 20, 2018. In addition, the survey link was shared via press releases, newspaper articles, and through advocacy groups, education service centers, and school districts.

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<sup>1</sup> The total number of responses received per question varied across the survey and is noted on each figure.

19 percent are Hispanic or Latino. A total of 767 public independent school districts and charters were represented among respondents.

Respondents were asked to describe themselves by choosing as many roles as applied. Of the 6,932 respondents who chose to answer this question, 4,714 (68%) indicated a single role, 1,389 (20%) selected two roles, and 829 (12%) selected three or more roles. Results are shown in Figure 1.



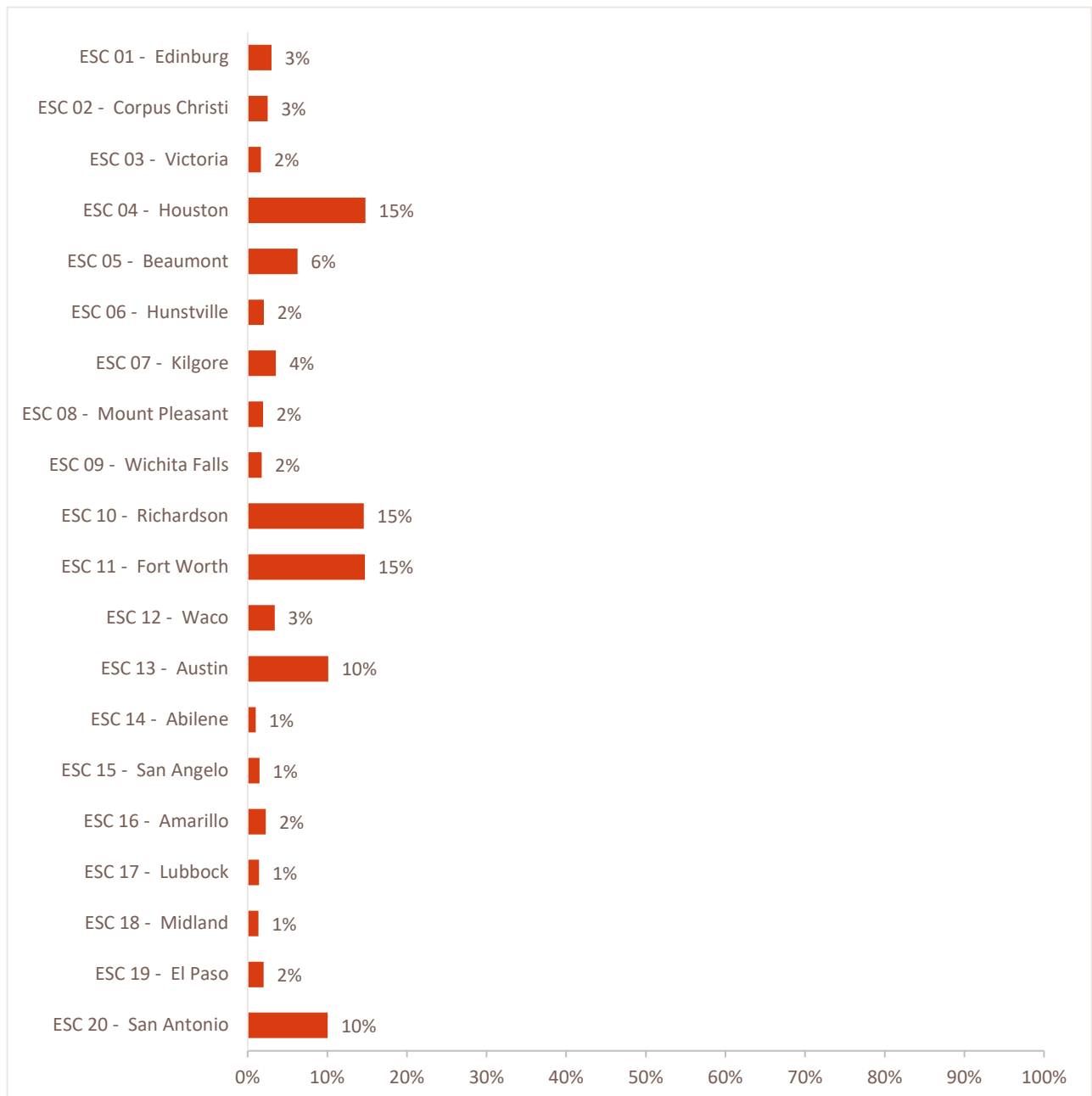
**FIGURE 1. RESPONDENTS BY ROLE**

*NOTES:* Overall N = 6,932. Survey item is presented with a “select all that apply” option and will total greater than 100 percent. Respondents selecting “Other” included roles such as Educational Service Center personnel; behavior, dyslexia, and language therapists; grandparents; and other district-level staff.

**GEOGRAPHIC REPRESENTATION**

Texas is divided into 20 regions; each one has an education service center (ESC) to serve school districts in the area. People across all 20 education service center regions responded to

the survey ( $N = 5,803$ ). The largest percentages of respondents indicated they were in ESC 4 (15%), ESC 10 (15%), ESC 11 (15%), ESC 13 (10%), or ESC 20 (13%), which reflect the largest population centers in the state. Figure 2 shows the percentage of responses from each of the 20 regions.



**FIGURE 2. RESPONDENTS BY EDUCATION SERVICE CENTER**

*NOTE:* Overall  $N = 5,803$ .

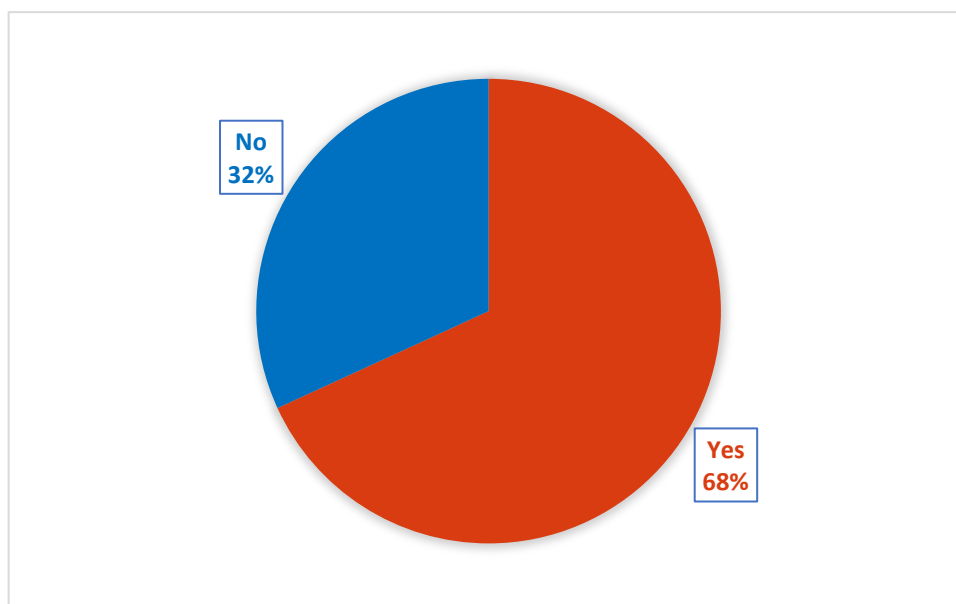
## FEEDBACK ON THE DRAFT CORRECTIVE ACTION PLAN

Respondents were asked to provide feedback on TEA's preliminary response to each of the four corrective actions, as outlined in the draft plan, and were asked to review TEA's draft plan prior to completing the survey. Information about each corrective action is provided in sidebars alongside respondents' responses. It is important to note that the proposed corrective action plan components presented in this report are from the initial draft plan and are subject to change in later versions of the corrective action plan in response to public feedback.

### CORRECTIVE ACTION ONE

#### On-site Monitoring

A total of 6,632 people responded to the question about conducting on-site monitoring. As shown in Figure 3, most people (68%) agreed that TEA should conduct on-site monitoring of special education services provided by districts in response to Corrective Action One while 32 percent did not agree.



**FIGURE 3. RESPONDENTS IN SUPPORT OF ON-SITE MONITORING BY TEA**

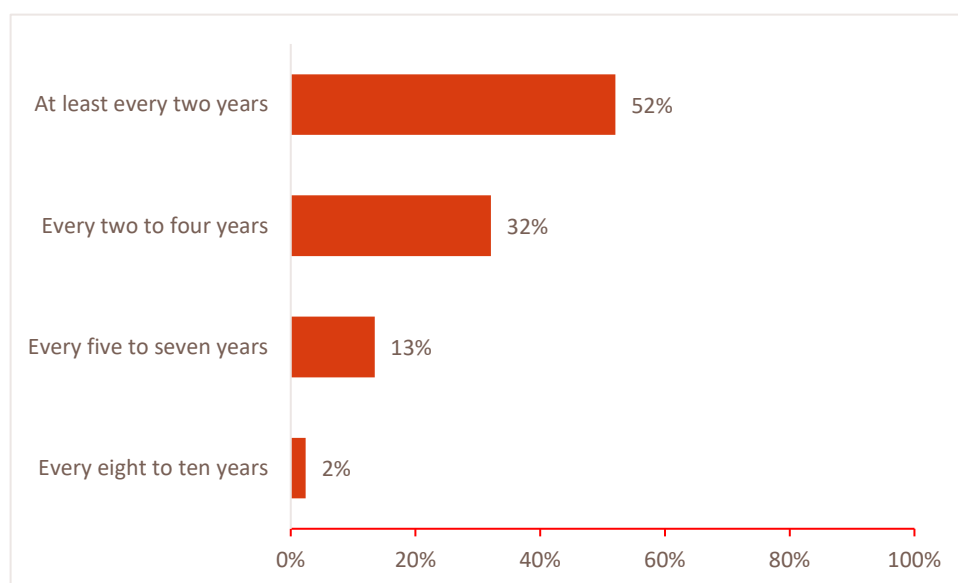
NOTE: Overall N = 6,632.

### Corrective Action One

Documentation that the State's system of general supervision requires that each ISD identifies, locates, and evaluates all children suspected of having a disability who need special education, and related services, in accordance with Section 612(a)(3) of the Individuals with Disability Education Act (IDEA) and its implementing regulation at 34 CFR § 300.111, and makes FAPE (free appropriate public education) available to all eligible children with disabilities in accordance with Section 612(a)(1) of the IDEA and its implementing regulation at 34 CFR § 300.101.

### Frequency of On-site Monitoring

The draft corrective action plan includes TEA conducting on-site monitoring visits to each district every six years. Of the 4,342 responses to this question, the majority of responses show that stakeholders believe monitoring should happen on a more frequent basis (every two years (52%) or every two to four years (32%)). Figure 4 shows the results for responses to each of four time span frequencies presented on the survey.

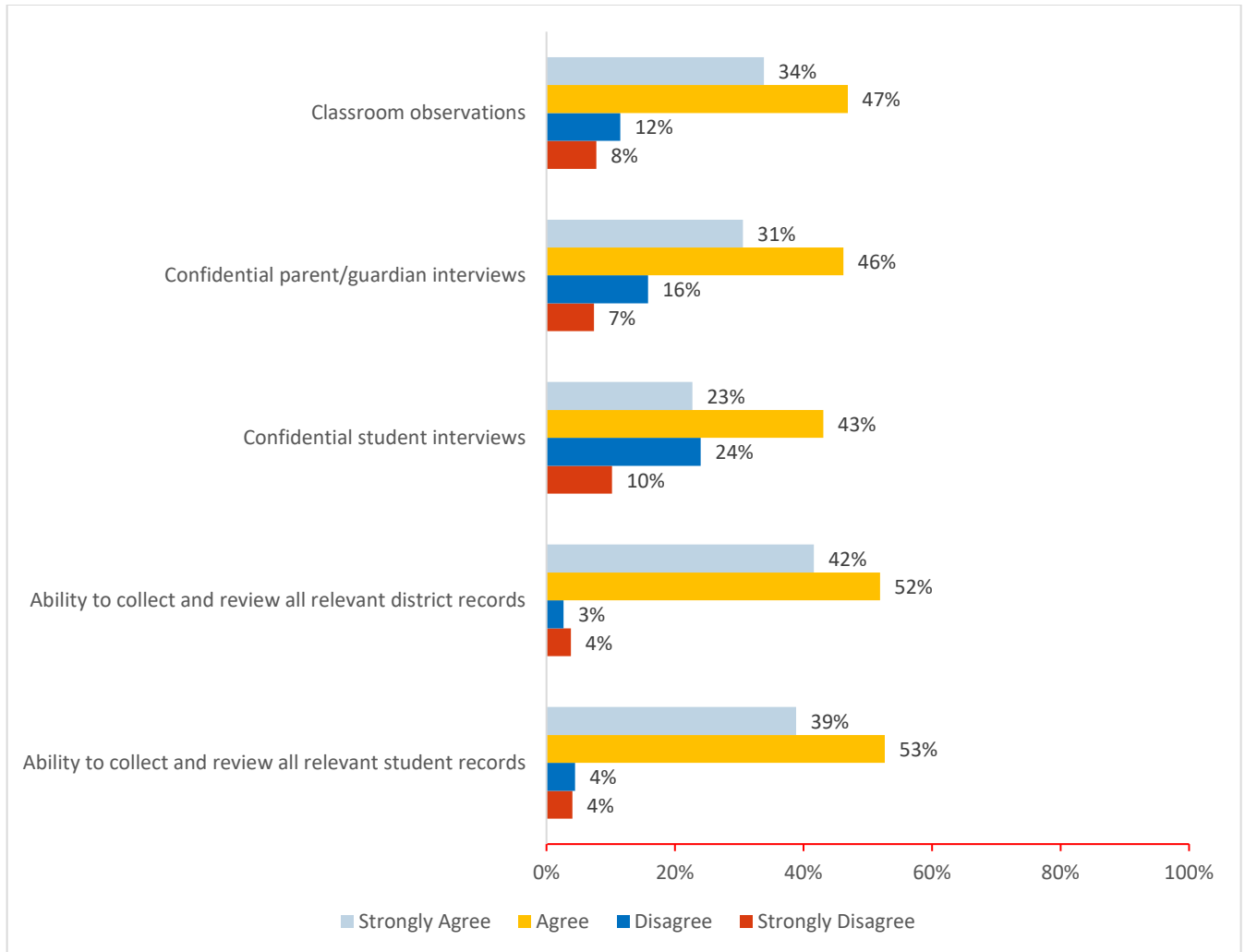


**FIGURE 4. FREQUENCY OF ON-SITE MONITORING VISITS**

*NOTE:* Overall  $N = 4,342$ .

### Components of On-site Monitoring

Respondents agreed that TEA's on-site monitoring plans should include unrestricted access to specific components. In terms of the different components, most people agreed or strongly agreed that each should be included in the on-site monitoring visits. The number and percentage of responses in agreement (agree and strongly agree combined) with each component are as follows: Classroom observations (overall  $N = 4,349$ ; 81% agreement); Confidential parent/guardian interviews (overall  $N = 4,344$ ; 77% agreement); Confidential student interviews (overall  $N = 4,335$ ; 66%); Ability to collect and review all relevant district records (4,343; 94%); Ability to collect and review all relevant student records (overall  $N = 4,346$ ; 92%). Results are shown in Figure 5.



**FIGURE 5. AGREEMENT WITH SPECIFIC COMPONENTS OF ON-SITE MONITORING**

*NOTE:* Range of overall *N*s = 4,335–4,349 respondents.

### **Respondent Suggestions on Corrective Action One**

Approximately 2,170 open-ended responses related to Corrective Action One were received. The suggestions are currently under review by TEA. Additional information about this section of the survey will be available at a later date.



## CORRECTIVE ACTION TWO

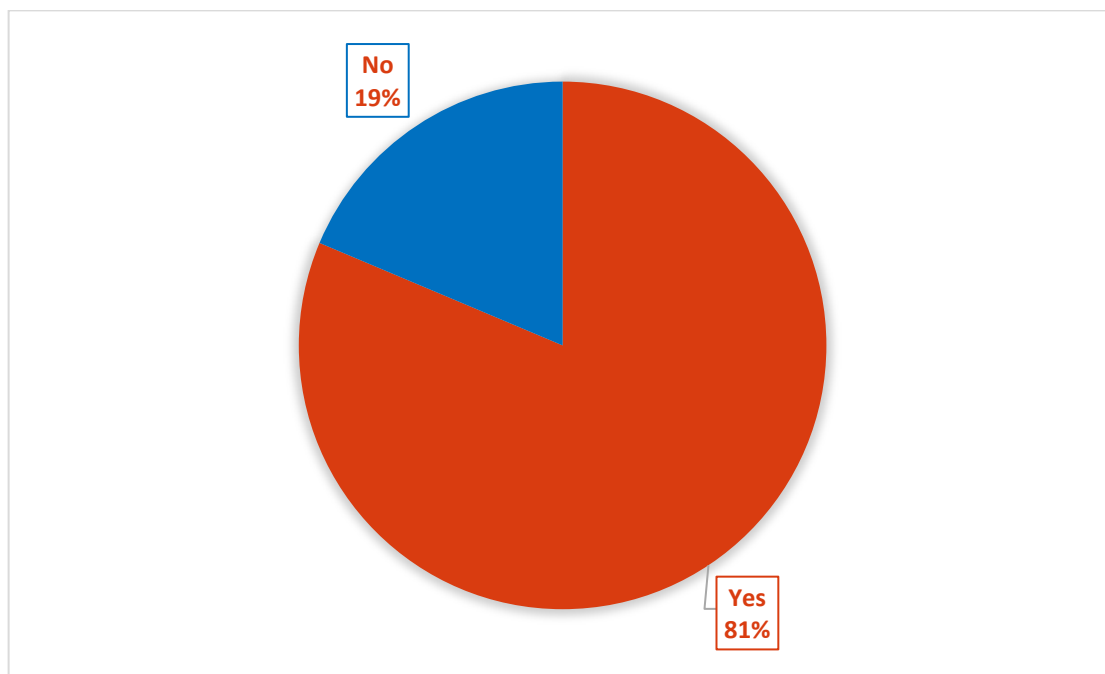
### Compensatory Service Funding

Most people agreed that TEA should set up funds to help districts provide compensatory special education services to students who previously did not receive such services and would have benefited.

Of the 6,216 responses, 81 percent indicated “yes” and 19 percent said “no” when asked, “Do you agree that TEA should set up funds to help districts provide compensatory special education services to students who previously did not receive such services and would have benefited?”.

### Corrective Action Two

A plan and timeline by which TEA will ensure that each independent school district (ISD) will (i) identify, locate, and evaluate children enrolled in the ISD who should have been referred for an initial evaluation under the IDEA, and (ii) require Individualized Education Program Teams to consider, on an individual basis, whether additional services are needed for children previously suspected of having a disability who should have been referred for an initial evaluation and were later found eligible for special education and related services under the IDEA, taking into consideration supports and services previously provided to the child.

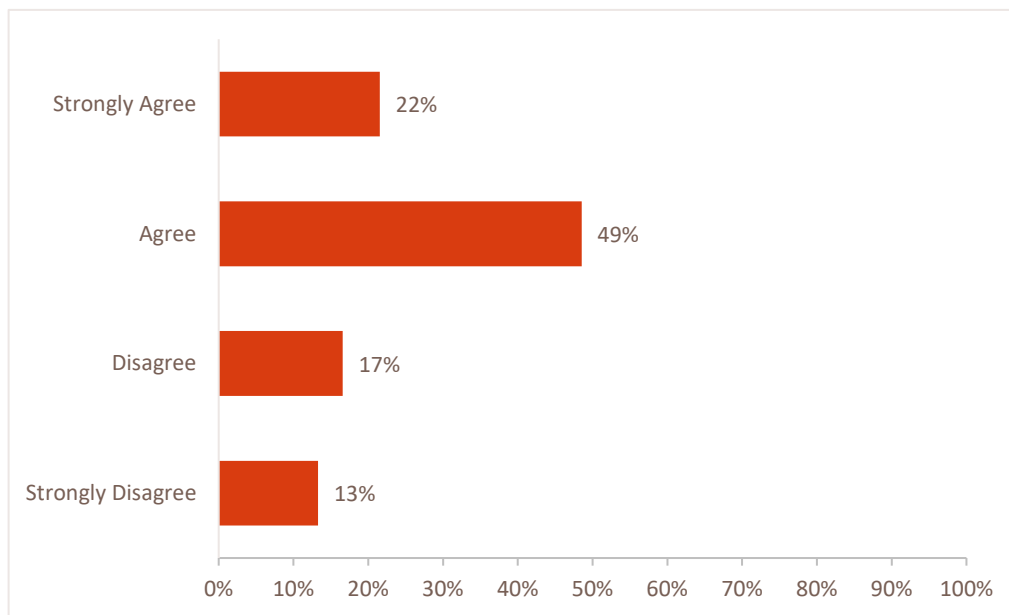


**FIGURE 6. RESPONDENTS IN SUPPORT OF SETTING UP COMPENSATORY SERVICE FUNDING**

NOTE: Overall N = 6,216.

### Third-party Review Panel

Respondents also agreed that there would be value in TEA setting up a third-party review panel to assist in instances where districts and parents/guardians do not agree on compensatory services. Of the 6,187 responses received, 71 percent agreed or strongly agreed when asked, “To what extent do you agree there would be value in TEA setting up a third-party review panel to assist in instances where districts and parents/guardians do not agree on compensatory services?”.



**FIGURE 7. AGREEMENT WITH TEA CREATING A THIRD-PARTY REVIEW PANEL FOR COMPENSATION SERVICE DISAGREEMENTS**

*NOTE:* Overall N = 6,187.

### Respondent Suggestions on Corrective Action Two

Approximately 1,840 open-ended responses related to Corrective Action Two were received. The suggestions are currently under review by TEA. Additional information about this section of the survey will be available at a later date.

### CORRECTIVE ACTION THREE

Respondents were largely in agreement with TEA's plan to include specific elements to address Corrective Action Three.

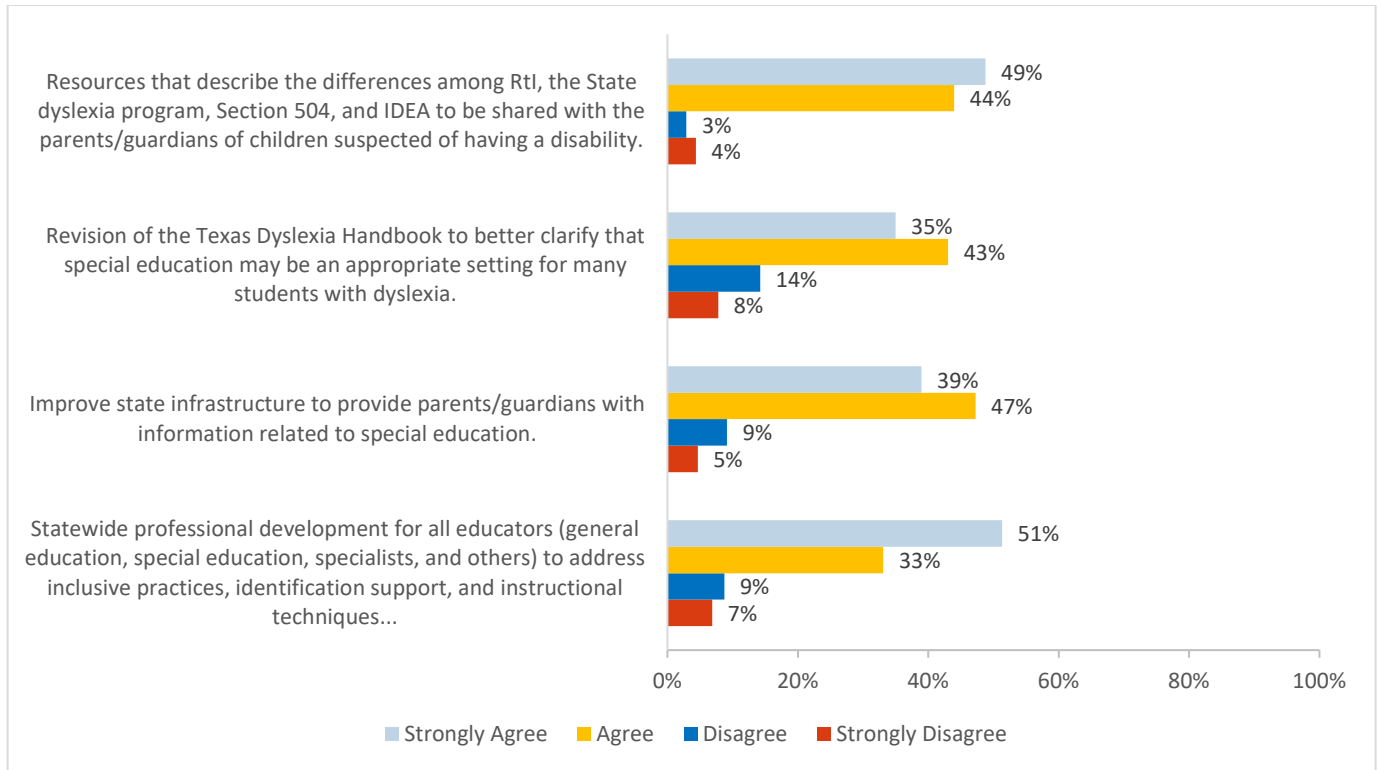
In terms of the four different components, most people agreed or strongly agreed that each component should be included in the corrective action plan. The number responding to each of the four components and percentage of responses in agreement (agree and strongly agree combined) with the inclusion of each component are as follows.

- Resources that describe the differences among RtI, the State dyslexia program, Section 504, and Individuals with Disabilities Education (IDEA) to be shared with the parents/guardians of children suspected of having a disability (overall N = 6,012; 93 percent agreement)
- Revision of the Texas Dyslexia Handbook to better clarify that special education may be an appropriate setting for many students with dyslexia (overall N = 5,993; 78 percent agreement)
- Improve state infrastructure to provide parents/guardians with information related to special education (overall N = 5,997; 86 percent agreement)
- Statewide professional development for all educators (general education, special education, specialists, and others) to address inclusive practices, identification support, and instructional techniques. Participants will be required to demonstrate content proficiency and effective implementation before being noted as having participated in the full program (overall N = 6,012; 84 percent agreement).

Results are shown in Figure 8.

### Corrective Action Three

A plan and timeline by which TEA will provide guidance to independent school district (ISD) staff in the State, including all general and special education teachers, necessary to ensure that ISDs (i) ensure that supports provided to struggling learners in the general education environment through RtI, Section 504, and the State's dyslexia program are not used to delay or deny a child's right to an initial evaluation for special education and related services under the IDEA (Individuals with Disabilities Education Act); (ii) are provided information to share with the parents for children suspected of having a disability that describes the differences between RtI, the State dyslexia program, Section 504, and the IDEA, including how and when school staff and parents of children suspected of having a disability may request interventions and/or services under these program; and (iii) disseminate such information to staff and the parent of children suspected of having a disability enrolled in the ISD's schools, consistent with CFR § 300.503(c).



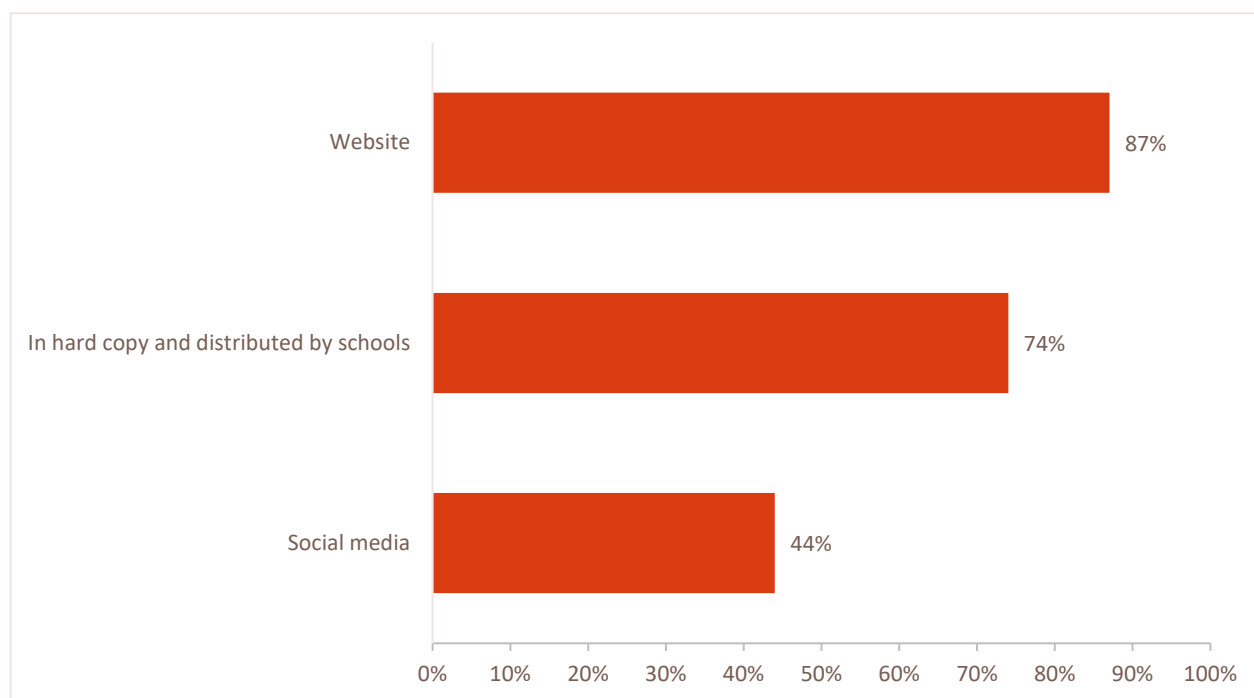
**FIGURE 8. RESPONDENTS IN AGREEMENT WITH THE INCLUSION OF SPECIFIC ELEMENTS**

*NOTE:* Range of overall *Ns* = 5,993–6,012 respondents.

### Resource Distribution

As a follow-up question, respondents who agreed or strongly agreed that Corrective Action Three should include “resources that describe the differences among RtI, the State dyslexia program, Section 504, and Individuals with Disabilities Education Act to be shared with the parents/guardians of children suspected of having a disability” were asked to weigh in on several ways of making those resources available (overall *N* = 5,526).

People indicated such resources should be made available via a website (87 percent), in hard copy and distributed by schools (74 percent), and through social media (44 percent). Results are shown in Figure 9.

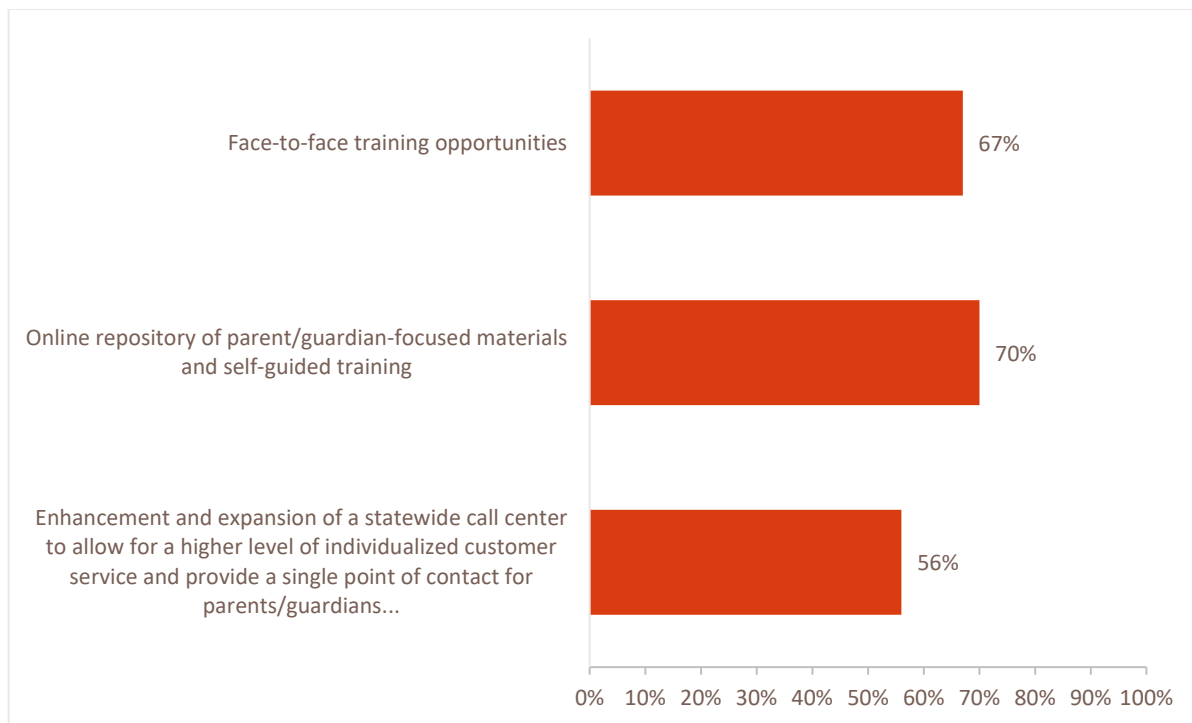


**FIGURE 9. SUPPORT FOR METHOD OF RESOURCE DISTRIBUTION**

*NOTE:* Overall  $N = 5,526$  respondents. This question was asked only of respondents who agreed or strongly agreed that Corrective Action Three should include “resources that describe the differences among RtI, the State dyslexia program, Section 504, and IDEA to be shared with the parents/guardians of children suspected of having a disability”. Survey item is presented with a “select all that apply” option and will total greater than 100 percent.

### **State Infrastructure for Information Related to Special Education**

Similarly, a follow-up question was asked of those respondents who agreed or strongly agreed that Corrective Action Three should include “improving state infrastructure to provide parents/guardians with information related to special education”. Respondents were asked about specific ways to improve the state infrastructure to meet this goal (overall  $N = 5,063$ ). Survey results showed similar percentages of responses in favor of face-to-face training opportunities (67 percent) and establishing an online repository of parent/guardian-focused materials and self-guided training (70 percent). Fewer responses (56 percent) showed support for the enhancement and expansion of a statewide call center to allow for a higher level of individualized customer service and provide a single point of contact for parents/guardians requiring assistance navigating the special education evaluation process, particularly as it relates to RtI. Results are shown in Figure 10.



**FIGURE 10. SUPPORT FOR TYPES OF ASSISTANCE TO IMPROVE STATE INFRASTRUCTURE**

*NOTE:* Overall  $N = 5,063$  respondents. This question was asked only of respondents who agreed or strongly agreed that Corrective Action Three should include “improving state infrastructure to provide parents/guardians with information related to special education”. Survey item is presented with a “select all that apply” option and will total greater than 100 percent.

### **Respondent Suggestions on Corrective Action Three**

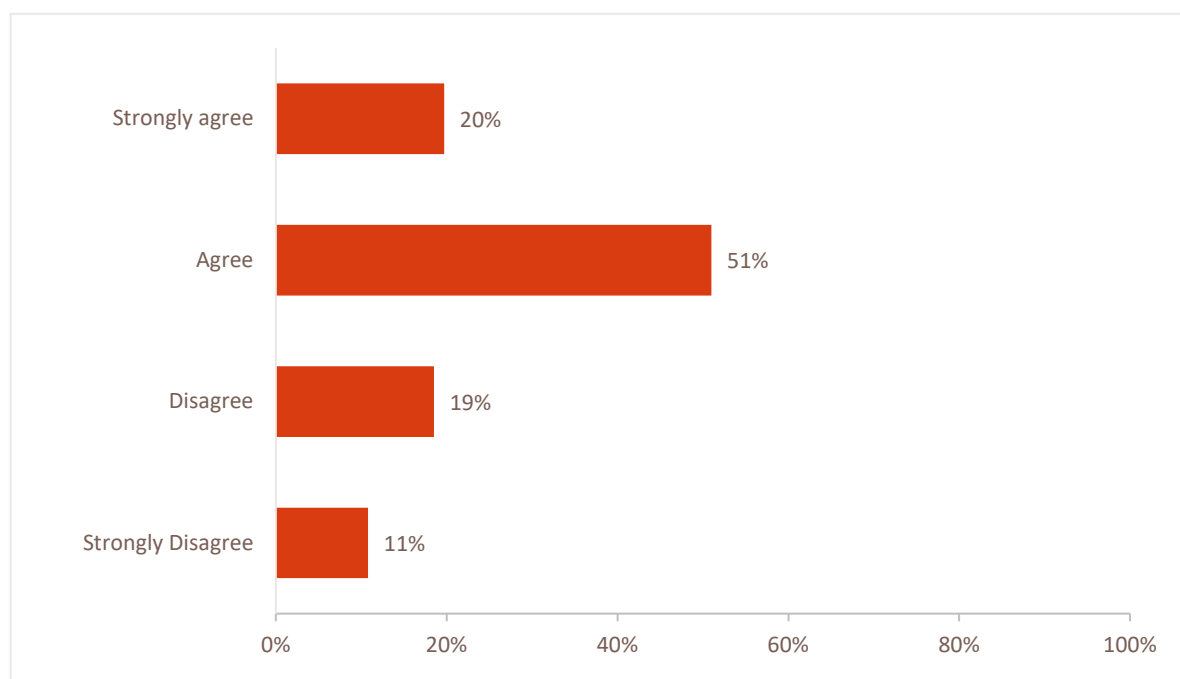
Approximately 1,450 open-ended responses related to Corrective Action Three were received. The responses are currently under review by TEA. Additional information about this section of the survey will be available at a later date.

## CORRECTIVE ACTION FOUR

The majority of respondents agreed that a proposed escalation team should be included in the plan to address Corrective Action Four. Of the 5,806 responses, 71 percent agreed or strongly agreed to this question and 30 percent disagreed or strongly disagreed. Results are shown in Figure 11.

### Corrective Action Four

A plan and timeline by which TEA will monitor Independent School Districts' implementation of the Individuals with Disabilities Education Act (IDEA) requirements described above when struggling learners suspected of having a disability and needing special education and related services under the IDEA are receiving services and supports through Rtl, Section 504, and the State's dyslexia program.



**FIGURE 11. RESPONDENTS IN SUPPORT OF THE CREATION OF AN ESCALATION TEAM**

NOTE: Overall N = 5,806.

### Escalation Team Support

When asked what types of support the proposed escalation team should offer, of the 5,123 responses received for this question, almost equal support was shown for assistance in planning to address findings (68 percent), connections to community resources (64 percent), and technical assistance (63 percent). A smaller percentage indicated support for offering connections to advocacy groups (45 percent). Results are shown in Figure 12.



**FIGURE 12. SUPPORT FOR TYPES OF ASSISTANCE OFFERED BY ESCALATION TEAM**

*NOTE:* Overall  $N = 5,123$ . Survey item is presented with a “select all that apply” option and will total greater than 100%.

#### **Respondent Suggestions on Corrective Action Four**

Approximately 1,110 open-ended responses related to Corrective Action Four were received. The responses are currently under review by TEA. Additional information about this section of the survey will be available at a later date.



# Survey on US Department of Education Corrective Action Plan—English Language

## Question 1

### ***Why am I receiving this survey invitation?***

In response to the U.S. Department of Education, the Texas Education Agency (TEA) has drafted a corrective action plan to address concerns as they relate to the issues identified in the final monitoring report on special education. TEA is committed to including significant stakeholder engagement in this process. One of the ways TEA is soliciting feedback on the draft corrective action plan is through this brief, publicly-available online survey. In their report of findings, the U.S. Department of Education listed four separate corrective actions. This survey contains an individual section for each of those corrective actions. Please respond to the questions based on the description of each corrective action and components of TEA's proposed plan.

**IMPORTANT:** *In order to understand and respond to the questions on this survey, you must have read TEA's proposed corrective action plan on TEA's website. Please review the plan before beginning this survey.*

The survey will take approximately 15 to 20 minutes to complete; you will not be able to save your responses and return to the survey at a later time. Please read each question carefully and review all choices before making your selections. The survey must be completed in a single session.

***Why should I participate?*** This survey is designed to solicit feedback on the draft corrective action plan proposed by TEA. Your participation is voluntary and information from this survey will help to serve the larger school community in Texas.

***Who can I contact for questions or support in completing the survey?*** If you experience technical issues during completion of the survey, please direct your questions to [ProgramEvaluation@tea.texas.gov](mailto:ProgramEvaluation@tea.texas.gov)

***Are my responses confidential?*** Yes. Your identity and the information you share is completely confidential, to the extent permitted by law. Survey results will be aggregated in all reports prepared

for TEA. However, responses to the survey may be subject to public information requests in accordance with the Public Information Act (Texas Government Code, Chapter 552); please do not include your name, names of other individuals, or any other identifying information on this survey. By clicking on the "Agree" button below and taking the survey, you consent to let the evaluation team use your responses and comments anonymously in survey reports prepared for TEA.

**Statement of Consent** *If you agree to participate in the survey, click on the "Agree" button below.*

☐ Agree

Question 2

Do you currently live in the state of Texas?

- ☐ Yes
- ☐ No

Question 3

Please select from the following list the role(s) that describes you. (Select all that apply.)

- ☐ Parent or guardian
- ☐ Parent of a child with a disability
- ☐ Student
- ☐ Special education director
- ☐ Special education teacher
- ☐ General education teacher
- ☐ Diagnostician or other assessment professional
- ☐ Superintendent
- ☐ Principal
- ☐ Member of advocacy group
- ☐ School board member
- ☐ Elected official
- ☐ General public
- ☐ Other (Please describe) \_\_\_\_\_

*Display This Question:*

*If Do you currently live in the state of Texas? = Yes*

#### Question 4

School districts in Texas belong to one of twenty regional education service centers (ESC). If you are unsure of your region, please choose "Unsure."

☐ I am unsure of my ESC region

☐ I know my ESC Region

*Display This Question:*

*If School districts in Texas belong to one of twenty regional education service centers (ESC). If yo... = I know my ESC Region*

#### Question 5

Please select your region and district from the list below. (optional)

*Display This Question:*

*If School districts in Texas belong to one of twenty regional education service centers (ESC). If yo... = I am unsure of my ESC region*

#### Question 6

Please select your district from the list below. (optional)

#### Question 7

Please enter your 5-digit ZIP code (optional)

#### Question 8

**Corrective Action One** *Federal corrective action: Documentation that the State's system of general supervision requires that each ISD identifies, locates, and evaluates all children suspected of having a disability who need special education, and related services, in accordance with Section 612(a)(3) of the IDEA and its implementing regulation at 34 CFR § 300.111, and makes FAPE available to all eligible*

*children with disabilities in accordance with section 612(a)(1) of the IDEA and its implementing regulation at 34 CFR §300.101.*

Question 9

Do you agree that TEA should conduct on-site monitoring of special education services provided by districts in response to Corrective Action One?

☐ Yes

☐ No

*Skip To: Q12 If Do you agree that TEA should conduct on-site monitoring of special education services provided by...  
= No*

Question 10

How often should TEA conduct these on-site monitoring visits?

☐ At least every two years

☐ Every two to four years

☐ Every five to seven years

☐ Every eight to ten years

### Question 11

To what extent do you agree that TEA's monitoring plans should include unrestricted access to each of the following components:

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Classroom observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Confidential parent/guardian interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Confidential student interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Ability to collect and review all relevant district records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Ability to collect and review all relevant student records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Question 12

If you have specific suggestions for additional ways that TEA could address Corrective Action One, please tell us about them here. (250 character limit)

### Question 13

**Corrective Action Two** *A plan and timeline by which TEA will ensure that each ISD will (i) identify, locate, and evaluate children enrolled in the ISD who should have been referred for an initial evaluation under the IDEA, and (ii) require IEP Teams to consider, on an individual basis, whether additional services are needed for children previously suspected of having a disability who should have been referred for an initial evaluation and were later found eligible for special education and related services under the IDEA, taking into consideration supports and services previously provided to the child.*

Question 14

Do you agree that TEA should set up funds to help districts provide compensatory special education services to students who previously did not receive such services and would have benefited?

- ☐ Yes
- ☐ No

Question 15

To what extent do you agree there would be value in TEA setting up a third-party review panel to assist in instances where districts and parents/guardians do not agree on compensatory services?

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

Question 16

Please indicate if you agree that the *priority* for targeting compensatory services should be given to students from the following groups. (Select each that you agree should be included.)

- ☐ Students who were in Response to Intervention (RtI) for extended periods of time
- ☐ Students who received services under a Section 504 plan
- ☐ Students who were served in a general education dyslexia or dyslexia-related program
- ☐ Other

*Display This Question:*

*If Please indicate if you agree that the priority for targeting compensatory services should be give... = Other*

Question 17

What specific student group(s) should be prioritized? (250 character limit)

Question 18

If you have specific suggestions for additional ways that TEA could address Corrective Action Two, please tell us about them here. (250 character limit)

Question 19

**Corrective Action Three** *A plan and timeline by which TEA will provide guidance to ISD staff in the State, including all general and special education teachers, necessary to ensure that ISDs (i) ensure that supports provided to struggling learners in the general education environment through RtI, Section 504, and the State's dyslexia program are not used to delay or deny a child's right to an initial evaluation for special education and related services under the IDEA (Individuals with Disabilities Education Act); (ii) are provided information to share with the parents for children suspected of having a disability that describes the differences between RtI, the State dyslexia program, Section 504, and the IDEA, including how and when school staff and parents of children suspected of having a disability may request interventions and/or services under these program; and (iii) disseminate such information to*



*staff and the parent of children suspected of having a disability enrolled in the ISDs schools, consistent with CFR §300.503(c).*

Question 20

Select the extent to which you agree with the following statements. It is important to include the following elements in the corrective action plan:

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Resources that describe the differences among RtI, the State dyslexia program, Section 504, and IDEA to be shared with the parents/guardians of children suspected of having a disability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Revision of the Texas Dyslexia Handbook to better clarify that special education may be an appropriate setting for many students with dyslexia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Improve state infrastructure to provide parents/guardians with information related to special education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d. Statewide professional development for all educators (general education, special education, specialists, and others) to address inclusive practices, identification support, and instructional techniques. Participants will be required to demonstrate content proficiency and effective implementation before being noted as having participated in the full program.



*Display This Question:*

*If Select the extent to which you agree with the following statements. It is important to include... = a. Resources that describe the differences among RtI, the State dyslexia program, Section 504, and IDEA to be shared with the parents/guardians of children suspected of having a disability. [ Agree ]*

*Or Select the extent to which you agree with the following statements. It is important to include... = a. Resources that describe the differences among RtI, the State dyslexia program, Section 504, and IDEA to be shared with the parents/guardians of children suspected of having a disability. [ Strongly Agree ]*

**Question 21**

You indicated that you "agree" or "strongly agree" that resources that describe the differences among RtI, the State dyslexia program, Section 504, and IDEA to be shared with the parents/guardians of children suspected of having a disability is an important element to include in the corrective action plan.

In what ways should these resources be made available? (select all that apply)

- ☐ Website
- ☐ In hard copy and distributed by schools
- ☐ Social media

*Display This Question:*

*If Select the extent to which you agree with the following statements. It is important to include... = c. Improve state infrastructure to provide parents/guardians with information related to special education. [ Agree ]*

*Or Select the extent to which you agree with the following statements. It is important to include... = c. Improve state infrastructure to provide parents/guardians with information related to special education. [ Strongly Agree ]*

#### Question 22

You indicated that you "agree" or "strongly agree" that improving state infrastructure to provide parents/guardians with information related to special education is an important element to include in the corrective action plan.

What specific types of technical assistance would you like to be considered? (select all that apply)

- ☐ Enhancement and expansion of a statewide call center to allow for a higher level of individualized customer service and provide a single point of contact for parents/guardians requiring assistance navigating the special education evaluation process, particularly as it relates to RtI
- ☐ Online repository of parent/guardian-focused materials and self-guided training
- ☐ Face-to-face learning opportunities

#### Question 23

If you have specific suggestions for additional ways that TEA could address Corrective Action Three, please tell us about them here. (250 character limit)

Question 24

**Corrective Action Four** *A plan and timeline by which TEA will monitor ISDs' implementation of the IDEA requirements described above when struggling learners suspected of having a disability and needing special education and related services under the IDEA are receiving services and supports through Rtl, Section 504, and the State's dyslexia program.*

Question 25

To what extent do you agree that the proposed escalation team should be included in the plan to address Corrective Action Four?

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly agree

Question 26

What types of support would you want this group to offer? (select all that apply)

- ☐ Technical assistance
- ☐ Assistance in planning to address findings
- ☐ Connections to advocacy groups
- ☐ Connections to community resources

Question 27

If you have specific suggestions for additional ways that TEA could address corrective action four, please tell us about them here. (250 character limit)

Question 28

What is your race? (Select ALL that apply)

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White

Question 29

Are you Hispanic/Latino? (Please select only one)

- ☐ No, not of Hispanic, Latino, or Spanish origin
- ☐ Yes

Question 30

What is the language you use most often at home? (Please select only one)

Question 31

Thank you! You have reached the end of the survey. Please click on the right arrow below to submit and record your answers.

# Encuesta sobre el plan de medidas correctivas del Departamento de Educación de los Estados Unidos

## Question 1

### **¿Por qué recibo esta invitación a la encuesta?**

En respuesta al Departamento de Educación de los Estados Unidos, la Agencia de Educación de Texas (TEA, Texas Education Agency) ha redactado un plan de medidas correctivas para abordar las preocupaciones relacionadas con los problemas identificados en el informe de supervisión final sobre educación especial. La TEA se compromete a incluir una participación significativa de las partes interesadas en este proceso. Una de las formas en que la TEA solicita comentarios sobre el borrador del plan de medidas correctivas es a través de esta breve encuesta en línea disponible de manera pública. En su informe de hallazgos, el Departamento de Educación de los Estados Unidos enumeró cuatro medidas correctivas por separado. Esta encuesta contiene una sección individual para cada una de dichas medidas correctivas.

Responda las preguntas según la descripción de cada medida correctiva y los componentes del plan propuesto por la TEA.

**IMPORTANTE: Para entender y responder las preguntas de esta encuesta, debe haber leído el plan de medidas correctivas propuesto por la TEA. Revise el plan antes de comenzar esta encuesta.**

La tomará aproximadamente de 15 a 20 minutos para completar la encuesta; no podrá guardar sus respuestas y regresar a la encuesta en otro momento. Lea detenidamente cada pregunta y revise todas las opciones antes de realizar su selección. La encuesta debe completarse en una sola sesión.

### **¿Por qué debería participar?**

Esta encuesta está diseñada para solicitar comentarios sobre el borrador del plan de medidas correctivas propuesto por la TEA. Su participación es voluntaria, y la información de esta encuesta ayudará a servir a la comunidad escolar más grande de Texas.

### **¿Con quién me puedo comunicar si tengo preguntas o necesito ayuda para completar la encuesta?**

Si experimenta problemas técnicos al completar la encuesta, envíe sus preguntas a [ProgramEvaluation@tea.texas.gov](mailto:ProgramEvaluation@tea.texas.gov).

**¿Mis respuestas son confidenciales?**

Sí. Su identidad y la información que comparte son completamente confidenciales, en la medida que la ley lo permita. Los resultados de la encuesta se recogerán en todos los informes preparados para la TEA. Sin embargo, las respuestas a la encuesta pueden estar sujetas a solicitudes de información pública de conformidad con la Ley de información pública. Código de Gobierno de Texas, Capítulo 552; no incluya su nombre, nombres de otras personas o cualquier otra información de identificación en esta encuesta. Al hacer clic en el botón “De Acuerdo” y responder la encuesta, acepta que el equipo de evaluación use sus respuestas y comentarios de forma anónima en los informes de encuestas preparados por la TEA.

**Declaración de consentimiento**

Si acepta participar en la encuesta, haga clic en el botón “De Acuerdo” a continuación.

☐ De Acuerdo

**Question 2**

¿Actualmente vive en el estado de Texas?

☐ Sí

☐ No



Question 3

Seleccione de la siguiente lista las funciones que lo describen. (Seleccione todas las que correspondan.)

- ☐ Padre o tutor
- ☐ Padre o tutor de un niño con una discapacidad
- ☐ Estudiante
- ☐ Director(a) de educación especial
- ☐ Maestro(a) de educación especial
- ☐ Maestro(a) de educación general
- ☐ Especialista en diagnóstico u otro profesional de evaluación
- ☐ Superintendente
- ☐ Director(a) de escuela
- ☐ Miembro del grupo de defensa
- ☐ Miembro del consejo escolar
- ☐ Funcionario electo
- ☐ Miembro del público
- ☐ Otro (Sírvase describir) \_\_\_\_\_

*Display This Question:*

*If Q2 = Sí*

#### Question 4

Los distritos escolares en Texas pertenecen a uno de los veinte centros regionales de servicios educativos (ESC). Si no está seguro de su región, elija “No estoy seguro”.

- ☐ No estoy seguro
- ☐ Conzco mi region de sevicio educativo (ESC)

*Display This Question:*

*If Q4 = Conzco mi region de sevicio educativo (ESC)*

#### Question 5

Seleccione su region y distrito de la siguiente lista. (opcional)

*Display This Question:*

*If Q4 = No estoy seguro*

#### Question 6

Seleccione su distrito de la siguiente lista. (opcional)

#### Question 7

Introduzca su código postal de 5 dígitos. (opcional)

#### Question 8

**Medida correctiva uno** *Medida correctiva federal: Documentación de que el sistema estatal de supervisión general requiere que cada distrito escolar independiente (ISD, por sus siglas en inglés) identifique, localice y evalúe a todos los niños de los que se presume que tienen una discapacidad, y que necesiten educación especial y servicios relacionados, de conformidad con la Sección 612(a) (3) de la IDEA y su reglamento de implementación en 34 CFR § 300.111, y hace que una educación pública, apropiada y gratuita (FAPE) esté disponible para todos los niños elegibles con discapacidades de acuerdo con la sección 612(a) (1) de la IDEA y su reglamento de implementación en 34 CFR §300.101.*

Question 9

¿Está de acuerdo con que la TEA deba realizar un monitoreo en el sitio de los servicios de educación especial provistos por los distritos en respuesta a la medida correctiva uno?

- ☐ Sí
- ☐ No

*Skip To: Q12 If Q9 = No*

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Question 10

¿Con qué frecuencia la TEA debe llevar a cabo estas visitas de monitoreo en el sitio?

- ☐ Por lo menos cada dos años
- ☐ Cada dos o cuatro años
- ☐ Cada cinco o siete años
- ☐ Cada ocho o diez años

### Question 11

¿En qué medida está de acuerdo con que los planes de monitoreo de la TEA deban incluir acceso sin restricciones a cada uno de los siguientes componentes?

	Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
a. Observaciones en el aula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Entrevistas confidenciales con los padres/tutores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Entrevistas confidenciales con los estudiantes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Capacidad de recopilar y revisar todos los registros pertinentes del distrito	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Capacidad de recopilar y revisar todos los registros estudiantiles pertinentes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Question 12

Si tiene sugerencias específicas sobre formas adicionales en que la TEA podría abordar la medida correctiva uno, cuéntenos sobre ellas aquí. (Limitada a 250 caracteres.)

### Question 13

**Medida correctiva dos** *Un plan y calendario mediante los cuales la TEA garantice que cada ISD (i) identificará, ubicará y evaluará a los niños inscritos en el ISD que deberían haber sido derivados a una evaluación inicial según la IDEA, y (ii) exija que los equipos de IEP consideren, individualmente, si se necesitan servicios adicionales para niños de los que anteriormente se presumía que tenían una discapacidad, que deberían haber sido derivados a una evaluación inicial y que luego se les consideró*

*elegibles para educación especial y servicios relacionados según la IDEA, teniendo en cuenta los apoyos y servicios que se brindaron previamente al niño*

Question 14

¿Está de acuerdo con que la TEA deba establecer fondos para ayudar a los distritos a proporcionar servicios compensatorios de educación especial a estudiantes que anteriormente no recibieron dichos servicios y que se hubieran beneficiado?

☐ Sí

☐ No

Question 15

¿En qué medida está de acuerdo con que la TEA establezca un panel de revisión de terceros para ayudar en casos en que los distritos y los padres/tutores no estén de acuerdo con los servicios compensatorios?

☐ Muy en desacuerdo

☐ En desacuerdo

☐ De acuerdo

☐ Muy de acuerdo

#### Question 16

Indique si está de acuerdo con que la *prioridad* para orientar los servicios compensatorios debe asignarse a estudiantes de los siguientes grupos. (Seleccione todos los que esta de acuerdo que deben ser incluidos.)

- ☐ Estudiantes que estuvieron en Respuesta a la Intervención (RtI) durante largos períodos
- ☐ Estudiantes que recibieron servicios bajo un plan de la Sección 504
- ☐ Estudiantes que fueron atendidos en un programa de dislexia de educación general o dislexia relacionada
- ☐ Otro

Display This Question:

If Q16 = Otro

#### Question 17

¿Qué grupo(s) de estudiantes específico(s) deberían ser priorizados? (Limitada a 250 caracteres.)

#### Question 18

Si tiene sugerencias específicas sobre formas adicionales en que la TEA podría abordar la medida correctiva dos, cuéntenos sobre ellas aquí. (Limitada a 250 caracteres.)

#### Question 19

**Medida correctiva tres** *Un plan y calendario mediante los cuales la TEA proporcionará orientación al personal de ISD en el estado, incluidos todos los maestros de educación general y especial, necesarios para garantizar que los ISD (i) aseguren apoyos provistos a los estudiantes con dificultades en el entorno de educación general a través de RtI, Sección 504, y que el programa de dislexia del estado no se use para retrasar o denegar el derecho del niño a una evaluación inicial de educación especial y servicios relacionados bajo la Ley de Educación para Individuos con Discapacidades (IDEA, Individuals with Disabilities Education Act); (ii) reciban información para compartir con los padres sobre niños de los que se presume que tienen una discapacidad que describe las diferencias entre RtI, el programa estatal de dislexia, la Sección 504 e IDEA, incluyendo cómo y cuándo el personal escolar y los padres de niños de los que se presume que tienen una discapacidad pueden solicitar intervenciones y/o servicios bajo este programa; y (iii) divulguen dicha información al personal y al padre de los niños de los que se presume que tienen una discapacidad inscritos en las escuelas del ISD, de conformidad con CFR §300.503(c).*

Question 20

Seleccione la medida en que está de acuerdo con las siguientes afirmaciones. Es importante incluir los siguientes elementos en el plan de medidas correctivas:

	Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
a. Compartir recursos que describan las diferencias entre Rtl, el programa estatal de dislexia, la Sección 504 e IDEA con los padres/tutores de niños de los que se presume que tienen una discapacidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Revisión del Manual de Dislexia de Texas para aclarar mejor que la educación especial puede ser un entorno apropiado para muchos estudiantes con dislexia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Mejorar la infraestructura estatal para proporcionar a los padres/tutores información relacionada con la educación especial.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



d. Desarrollo profesional a nivel estatal para todos los educadores (educación general, educación especial, especialistas y otros) para abordar prácticas inclusivas, apoyo de identificación y técnicas de instrucción. Se requerirá que los participantes demuestren competencia en el contenido e implementación eficaz antes de ser anotados como participantes del programa completo.



*Display This Question:*

*If Q20 = a. Compartir recursos que describan las diferencias entre Rtl, el programa estatal de dislexia, la Sección 504 e IDEA con los padres/tutores de niños de los que se presume que tienen una discapacidad. [ De acuerdo ]*

*Or Q20 = a. Compartir recursos que describan las diferencias entre Rtl, el programa estatal de dislexia, la Sección 504 e IDEA con los padres/tutores de niños de los que se presume que tienen una discapacidad. [ Strongly Agree ]*

## Question 21

Estaba "de acuerdo" o "muy de acuerdo" con el elemento de compartir recursos que describan las diferencias entre Rtl, el programa estatal de dislexia, la Sección 504 e IDEA con los padres de niños de los que se presume que tienen una discapacidad.

¿De qué manera deberían estar disponibles estos recursos? (Seleccione todas las que correspondan.)

- ☐ Sitio web
- ☐ En copias impresas y distribuidos por las escuelas
- ☐ Medios de comunicación social

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*Display This Question:*

*If Q20 = c. Mejorar la infraestructura estatal para proporcionar a los padres/tutores información relacionada con la educación especial. [ De acuerdo ]*

*Or Q20 = c. Mejorar la infraestructura estatal para proporcionar a los padres/tutores información relacionada con la educación especial. [ Strongly Agree ]*

#### Question 22

Estaba "de acuerdo" o "muy de acuerdo" con el elemento de mejorar la infraestructura estatal para proporcionar a los padres información relacionada con la educación especial.

¿Qué tipos específicos de asistencia técnica le gustaría que se consideraran? (Seleccione todas las que correspondan.)

- ☐ Mejora y expansión de un centro de llamadas a nivel estatal para permitir un mayor nivel de servicio al cliente individualizado y proporcionar un único punto de contacto para los padres/tutores que requieren asistencia a fin de recorrer el proceso de evaluación de educación especial, particularmente en lo que se refiere a RtI
- ☐ Repositorio en línea de materiales centrados en los padres/tutores y capacitación autoguiada
- ☐ Oportunidades de aprendizaje cara a cara

#### Question 23

Si tiene sugerencias específicas sobre formas adicionales en que la TEA podría abordar la medida correctiva tres, cuéntenos sobre ellas aquí. (Limitada a 250 caracteres.)

Question 24

**Medida correctiva cuatro** *Un plan y calendario mediante los cuales la TEA supervisará la implementación de los requisitos de la IDEA descritos por el ISD cuando los alumnos con problemas de discapacidad y que necesitan educación especial y servicios relacionados según la IDEA reciban servicios y apoyos a través de Rtl, Sección 504 y el programa de dislexia del estado.*

Question 25

¿En qué medida está de acuerdo con que el equipo de escalamiento propuesto debería incluirse en el plan para abordar la medida correctiva cuatro?

- ☐ Muy en desacuerdo
- ☐ En desacuerdo
- ☐ De acuerdo
- ☐ Muy de acuerdo

Question 26

¿Qué tipo de apoyo le gustaría que ofreciera este grupo? (Seleccione todas las que correspondan.)

- ☐ Asistencia técnica
- ☐ Asistencia en la planificación para abordar los hallazgos
- ☐ Conexiones a grupos de defensa
- ☐ Conexiones a los recursos de la comunidad

Question 27

Si tiene sugerencias específicas sobre formas adicionales en que la TEA podría abordar la medida correctiva cuatro, cuéntenos sobre ellas aquí. (Limitada a 250 caracteres.)

Question 28

¿Cuál es su raza? (Seleccione TODAS las que correspondan.)

- ☐ Indio americano o nativo de Alaska
- ☐ Asiático
- ☐ Negro o afroamericano
- ☐ Nativo de Hawái u otra isla del Pacífico
- ☐ Blanco

Question 29

¿Es hispano/latino? (Seleccione solo uno)

- ☐ No, no de origen hispano, latino o español
- ☐ Sí

Question 30

¿Cuál es el idioma que usa con más frecuencia en casa? (Seleccione solo uno.)

Idioma

Question 31

Gracias! Al hacer clic en el botón con flecha al derecho sus respuestas serán registradas.