



Special Education in Texas

TCASE WEBINAR
SEPTEMBER 20, 2018

Organizational Changes at TEA Impacting Special Education

- Deputy Commissioner of Special Education, Monitoring, and Special Populations – Matt Montaña – to start October 1, 2018
- Director of Compliance and Finance – Tammy Pearcy
- Director of Dispute Resolution and Strategy – Dominick Robinson
- Director of Monitoring Escalation – Ed O'Neill
- Director of Monitoring Review and Support – Jennifer Alexander
- State Director of Special Education – Justin Porter



Strategic Plan for Special Education Implementation Status

Strategic Plan & Corrective Action Response

A copy of the plan is publicly available on the TEA website: [**https://tea.texas.gov/TexasSPED**](https://tea.texas.gov/TexasSPED)



**State
Monitoring**



**Identification,
Evaluation and
Placement**



**Training,
Support, and
Development**



**Student, Family,
and Community
Engagement**



**Networks and
Structures**

Strategic Plan & Corrective Action Response

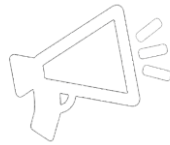
- **Staffing** – roughly 70% complete with 11 vacancies remaining
- **Grants** – currently there are 14 grant opportunities open
 - The following 7 grant awards will be announced on or before October 1, 2018 (assuming an application was submitted that meets minimum requirements)
 - School, Family, and Community Engagement
 - Student-Centered Transitions
 - Support for Students with Multiple Exceptionalities and Multiple Needs
 - Inclusive Services and Practices for Improved Student Outcomes
 - Supports for Students with Intensive Needs
 - Evaluation Personnel Capacity Support
 - Stakeholder Engagement Facilitation

- **Grants – continued**

- The following 7 grant awards will be announced on or before November 1, 2018 (assuming an application was submitted that meets minimum requirements)
 - Child Find, Evaluation, and Admission, Review, and Dismissal (ARD) Supports
 - Supports and Services for Students with Autism Spectrum Disorder (ASD)
 - Intervention Best Practices
 - Supports for Students with Sensory Impairments
 - Supports for Students Served in Small and Rural Local Education Agencies (LEAs)
 - Management Onboarding
 - Resources and Guidance for Compensatory Services

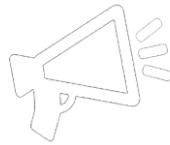
Strategic Plan & Corrective Action Response

- **Contracts** – There are several contracts moving through the procurement process in support of various activities laid out in the strategic plan. Agency practices around disclosure preclude us from discussing them during the solicitation process.



Strategic Plan & Corrective Action Response

- **Corrective Action 3.c** – Resources describing RTI, Special Education, Dyslexia, and Section 504 will be provided by TEA and distributed by LEAs to parents in their district with children who may have a disability.



Questions from Members

What is the expected timeline of issuing guidance regarding the corrective action response and the strategic plan? The suite of resources? The outreach campaign? The call center?

- See the [July 18th TAA regarding the Corrective Action Response requirements for LEAs](#)
- Resources are planned be released in late September
- Outreach campaign is currently in solicitation
- SPEDTex is currently up and running. Please direct people to www.spedtex.org or they can call 1-855-SPED-TEX (1-855-773-3839). A redesigned call center is included in the family and community engagement grant now out for response.

Questions from Members

What are the top three things that districts should be doing differently, documenting differently, or focusing on this school year that may have not been so critical in previous years?

- *LEAs are best suited to determine what should be the focus to meet the needs of their population. However, some recommendations might be:*
 - *Review their Child Find practices to be sure they are as robust as possible*
 - *Review their RTI or MTSS programs to identify areas for improvement and then make a plan to get those improvements in place*
 - *Once the revised Dyslexia Handbook is adopted by the SBoE, LEAs should consider reviewing how services are provided to their students with dyslexia.*

Questions from Members

Districts are required to report in PEIMS any student receiving an “intervention” this year. Will TEA be providing guidance on what is considered to be an intervention? And will all students receiving special education services need to be reported under this indicator as well?

- *No. The intervention indicator should not be turned on for a student served by special education.*

Questions from Members

Since we are required to report data regarding the number of referrals that include a claim the student should have been previously evaluated, how specifically do we determine this and keep track of it? An example: student moves into my district and parent immediately requests an evaluation for special education stating that they asked the previous district to test the student and they didn't. Parent is making a claim that student should have been previously identified. Since the student was not in my district, do I report this as a "yes" even though it took place in another district? And would my district now be responsible for compensatory services? – Essentially, how should we be documenting this and how will it be worded in the PEIMS data collection?

Questions from Members

- *If the claim is - should have been "referred", and you determine that student is suspected of being a child with a disability under §300.8 and in need of special education, then you would proceed with evaluation process.*
- *If the student was not in the district, report this as a "yes" if you conduct an evaluation, whether they are found eligible or not eligible.*
- *Whether the district is responsible compensatory services will depend on the ARD committee which must 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.*

Questions from Members

- *As for how to document or word it in the PEIMS data collection, districts should be collecting this information as outlined in the July 18, 2018 TAA referenced in Essential Corrective Action 2.c. This information will be reported in the SPP 11 application for the 2018-19 school year (NOT PEIMS).*

Questions from Members

Is there a plan to align some of the PBMAS cut-points with the calculations in Domain III of the A-F system? It would be nice if we had similar targets to communicate to our teachers and administrators.

- *This feedback will be passed along to the Division of Performance Reporting.*

Questions from Members

- **When calculating PBMAS staging for 2018, will TEA consider the impact of the outages we experienced on April 10 and May 15 during this year's administration of STAAR Online? Thousands of students, many of whom were students with disabilities, were greatly affected by the frustration and stress of repeated and/or extended outages.**
- *Individual LEAs who believe that this issue impacted their PBMAS staging, should follow the guidance in Appendix B of the PBMAS Manual.*

Questions from Members

What are your plans for including sped directors and sped teachers across the state when making decisions regarding special education services, policies, and compliance?

- *Please see the Stakeholder Engagement Plan for Special Education at <https://tea.texas.gov/TexasSPED/>*

Do you see an increase – at all – with regard to special ed funding from the state?

- *Please see TEA's Legislative Appropriations Request at: [https://tea.texas.gov/About_TEA/Agency_Finances/Legislative Appropriations Request/](https://tea.texas.gov/About_TEA/Agency_Finances/Legislative_Appropriations_Request/)*

Questions from Members

How do we access the promised evaluation support from the ESC's? We are rapidly approaching the limit to which our staff will be able to meet timelines.

- *We are currently reviewing grant responses for this particular activity in the strategic plan. The grant will be announced on or before October 1, 2018 and information about access will come from the awardee after that.*

Has the Department of Education communicated with the Agency regarding its corrective action response submission?

- *Not at this time*

Questions from Members

Who can serve as the CTE rep in an ARD?

See § 89.1050 (c) (1) (I):

"a representative from career and technical education (CTE), preferably the teacher, when considering initial or continued placement of a student in CTE; and..."

TEA Special Education Contact Information:

sped@tea.Texas.gov

512-463-9414