

Differentiated Monitoring and Support

Special Education Self-Assessment Overview



Presenter Contact Information



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[https://tea.texas.gov/Academics/Special_Student_Populations/
Review_and_Support/Review_and_Support](https://tea.texas.gov/Academics/Special_Student_Populations/Review_and_Support/Review_and_Support)

Participants will be able to identify the purpose of the self-assessment within the Differentiated Monitoring and Support System

Participants will be able to identify the timelines for completing and submitting the self-assessment in 2020-2021

Participants will be able to explain the steps for completing the self-assessment and know how to access follow-up support or training

- ❑ Differentiated Monitoring and Support (DMS) system
- ❑ Special Education Self-Assessment Overview
- ❑ Outcomes and Continuous Improvement
- ❑ Self-Assessment Support and Trainings

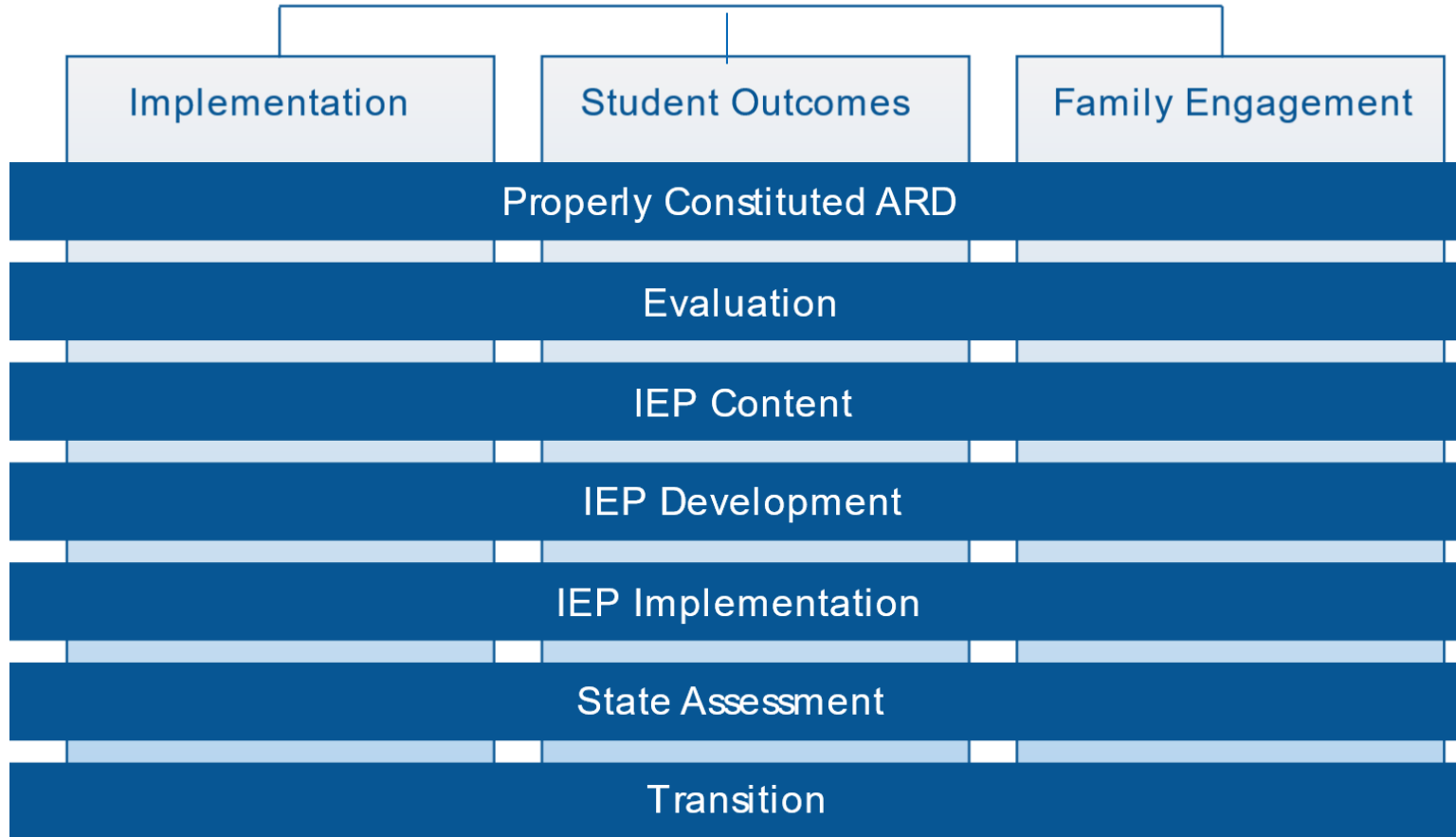


A background image showing a group of students sitting around a table, using tablets. The image is semi-transparent and serves as a backdrop for the text. The students are engaged in learning activities, with one student in the foreground clearly visible using a tablet.

Differentiated Monitoring and Support



DIAGNOSTIC FRAMEWORK



Three IDEA implementation domains

Seven focus areas of compliance



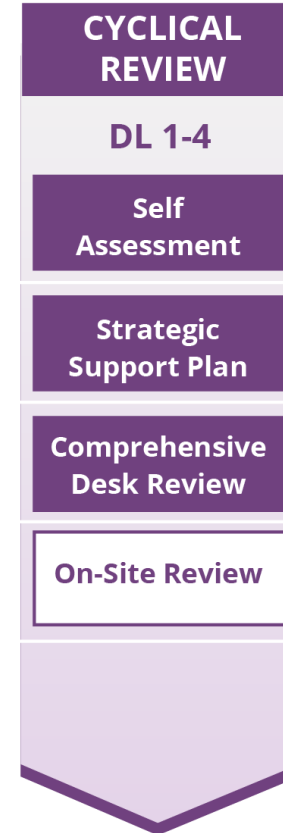
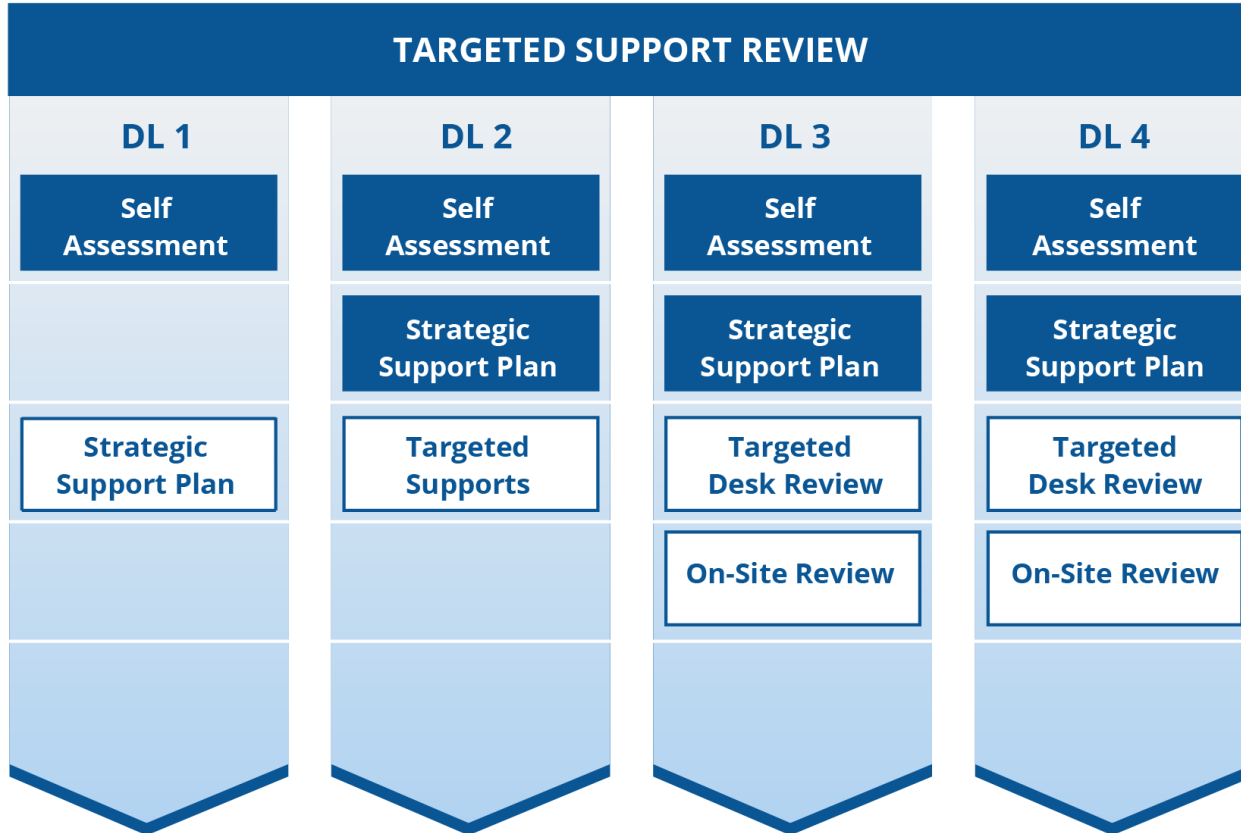
Differentiated Monitoring and Support (DMS)



Determination Level Assigned

Data Review

Cyclical Selection



Determination	
DL 1	Meets Requirements
DL 2	Needs Assistance
DL 3	Needs Intervention
DL 4	Needs Substantial Intervention

DIFFERENTIATED SUPPORTS

A background image showing several students sitting around a table, using tablets. One student in the foreground is wearing a black Adidas jacket. The tablets display various educational applications, including a grid-based interface and a map of Texas. There are also some physical materials on the table, like a box of colorful beads and a tray with a small card.

Self-Assessment

SELF-ASSESSMENT GUIDE

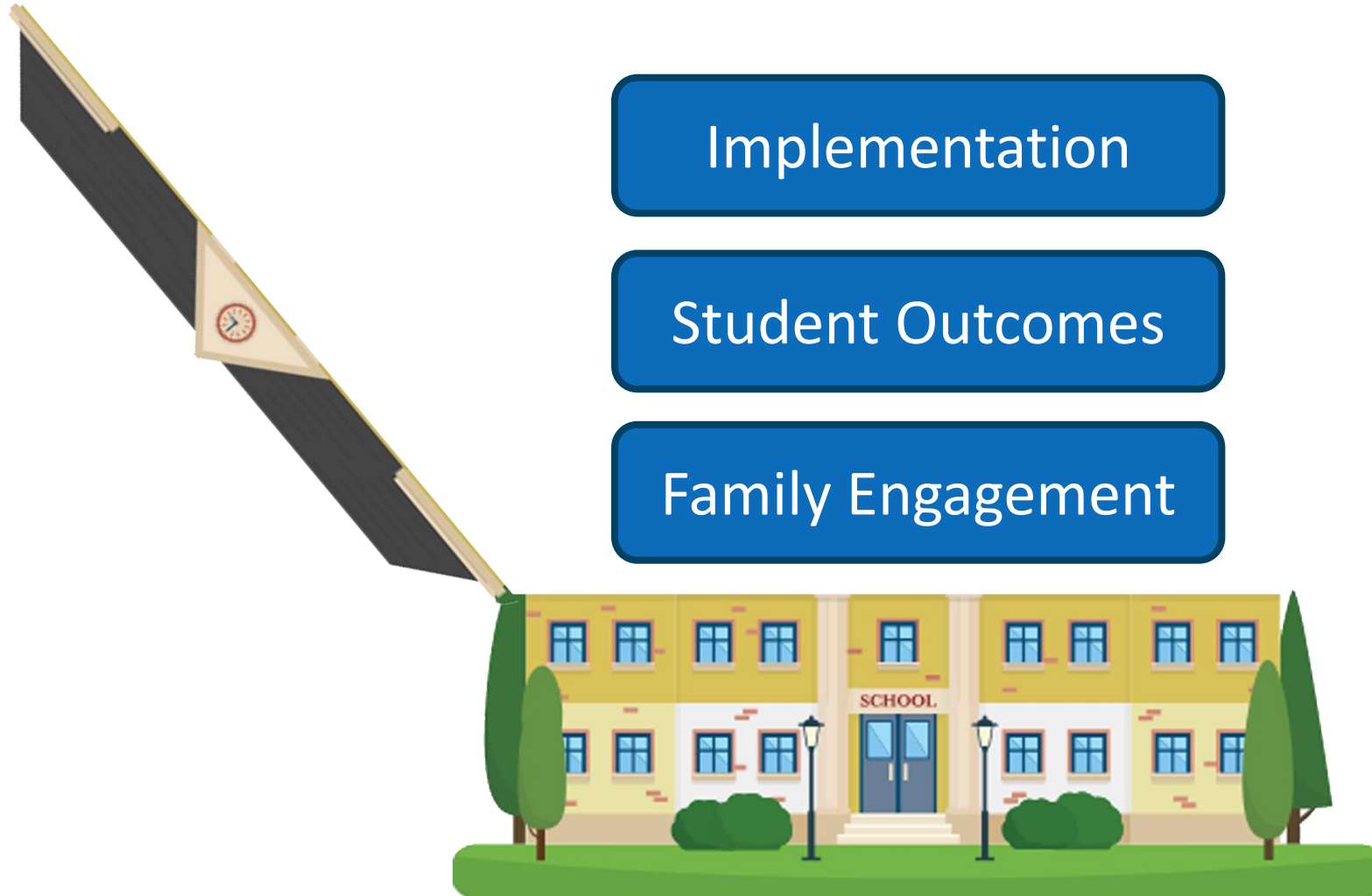
August 2019

Assist Local Education Agency (LEA) leadership teams in evaluating and improving its special education program.

Engage leadership teams through a proactive approach by addressing special education compliance and improving student performance.

Support continuous improvement activities with a focus on improving outcomes for students with disabilities.

Self-Assessment Domains



Self-Assessment Timeline





A background image showing a group of students sitting around a table, using tablets. The image is semi-transparent and serves as a backdrop for the text. The students are focused on their devices, and the table is cluttered with educational materials like trays of colorful beads and various cards.

Self-Assessment Process

- The leadership team will consider a series of compliance strategy items within the three domains to rate their practices in their local education agency.
- Compliance strategy items are topics for review within the seven areas of compliance.
- Each Strategy Item will contain a statement for policy and operating procedures.

- ✓ Child Find
- ✓ Intervention
- ✓ Dyslexia
- ✓ Evaluation
- ✓ Re-evaluation
- ✓ Free Appropriate Public Education (FAPE)
- ✓ IEP Content and Development
- ✓ IEP Implementation

- ✓ Least Restrictive Environment (LRE)
- ✓ State Assessment Participation
- ✓ Properly Constituted ARD Committee
- ✓ Instructional Strategies
- ✓ Graduation
- ✓ Early Childhood Transition
- ✓ Secondary Transition
- ✓ Disproportionality (behavior)

- ✓ Disproportionality (identification and placement)
- ✓ Teachers and Staff
- ✓ Behavior
- ✓ Behavior Intervention Plans
- ✓ Data Analysis
- ✓ Family Engagement
- ✓ Connection to Community and School Climate

Self-Assessment

7 Prioritized (Required) Strategy Areas

(Option to complete all 23 items)

Prioritizations based on:

- Responsiveness to commitment to monitor Child Find
- Alignment to Diagnostic Framework
- Applications to brick and mortar and virtual learning





Evaluation		
PROBING QUESTIONS		
<ul style="list-style-type: none"> • Are the evaluation procedures compliant with state and federal rules and regulations? • Does each student receive a comprehensive educational evaluation that addresses all areas of concern? • How are outside evaluations considered by the LEA? • What process does the LEA use for planning a comprehensive evaluation and adhering to timelines? 		
SOURCES OF EVIDENCE		
<ul style="list-style-type: none"> <input type="checkbox"/> LEA policy and operating procedures related to evaluation <input type="checkbox"/> Forms or checklists used in the evaluation <input type="checkbox"/> Written procedures for parent request for Full Individual Evaluation (FIE) <input type="checkbox"/> Training artifacts (presentation handouts, sign-in sheets, etc.) <input type="checkbox"/> Evaluation timelines <input type="checkbox"/> Selecting evaluation tools to address the needs of a variety of learners <input type="checkbox"/> Identify personnel qualified to administer assessments <input type="checkbox"/> Conducting evaluation when the home language is other than English <input type="checkbox"/> Informed consent for evaluation <input type="checkbox"/> Review of Existing Evaluation Data (REED) <input type="checkbox"/> Technical Assistance: Child Find and Evaluation Revised June 2020 		
Please rate your LEA practices below:		
DEVELOPED	PROFICIENT	EXEMPLARY
Implementation In addition to what is provided in the Policy Statement above, the LEA ensures assessment tools and evaluation procedures through implementation of a system of monitoring to ensure the assessment tools and evaluation procedures are nonbiased, nondiscriminatory, and administers assessments in the child's native language or mode of communication in the form most likely to yield accurate information about the student and determine whether the student has a qualifying disability.	In addition to what is provided in the Policy Statement above, the LEA ensures assessment tools and evaluation procedures through implementation of a system of monitoring to ensure the assessment tools and evaluation procedures are nonbiased, nondiscriminatory, and administers assessments in the child's native language or mode of communication in the form most likely to yield accurate information about the student and determine whether the student has a qualifying disability. The LEA reviews written evaluation reports and medical diagnosis from outside the LEA and outside the state of Texas. The LEA checks that federal requirements for all evaluations are met as well as state requirements that are unique to Texas.	In addition to what is provided in the Policy Statement above, the LEA uses monitoring results to identify areas for systemic improvement to ensure the assessment tools and evaluation procedures are nonbiased, nondiscriminatory and administers assessments in the child's native language or mode of communication in the form most likely to yield accurate information about the student and determine whether the student has a qualifying disability. The LEA reviews written evaluation reports and medical diagnosis from outside the LEA and outside the state of Texas. The LEA checks that federal requirements for all evaluations are met as well as state requirements that are unique to Texas.

Probing Questions

Sources of Evidence

Quality of Implementation Level

Justification



Evaluation		
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Probing Questions

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Quality of Implementation Level

Justification



Evaluation

PROBING QUESTIONS

- Are the evaluation procedures compliant with state and federal rules and regulations?
- Does each student receive a comprehensive educational evaluation that addresses all areas of concern?
- How are outside evaluations considered by the LEA?
- What process does the LEA use for planning a comprehensive evaluation and adhering to timelines?

SOURCES OF EVIDENCE

- LEA policy and operating procedures related to evaluation
- Forms or checklists used in the evaluation
- Written procedures for parent request for Full Individual Evaluation (FIE)
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- Evaluation timelines
- Selecting evaluation tools to address the needs of a variety of learners
- Identify personnel qualified to administer assessments
- Conducting evaluation when the home language is other than English
- Informed consent for evaluation
- Review of Existing Evaluation Data (REED)
- [Technical Assistance: Child Find and Evaluation Revised June 2020](#)

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Probing Questions

Sources of Evidence

Quality of Implementation Level

Justification

Self-Assessment Platform





ASCEND

T E X A S



Sources of Evidence ✓

Implementation ✓

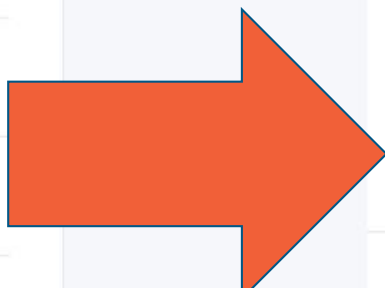
Professional Development ✓

Summary Scoring ✓

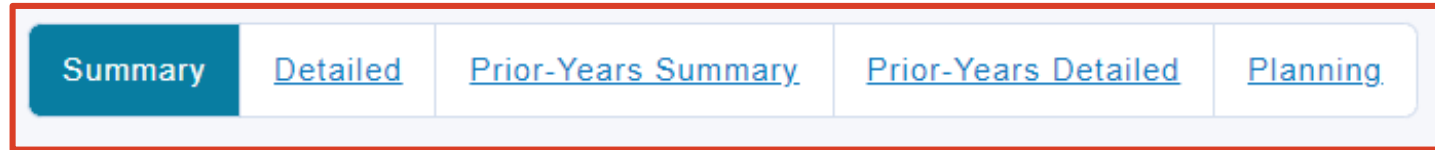
Implementation ?

Save

Submit



- The Self-Assessment Reports are organized by the three domains or top-level sections (Implementation, Student Outcomes, and Family Engagement) and their Compliance Strategy items.



- Five types of reports
 - Summary
 - Detailed
 - Prior-Years Summary
 - Prior-Years Detailed
 - Planning

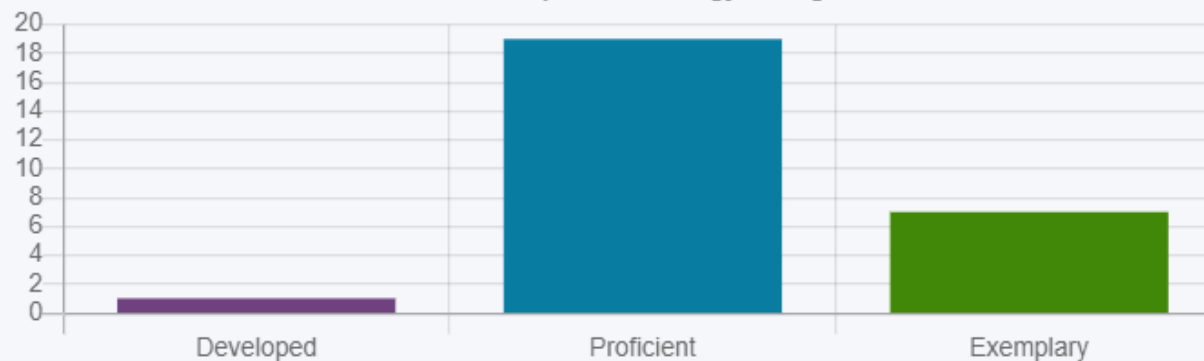
- Summary**
- [Detailed](#)
- [Prior-Years Summary](#)
- [Prior-Years Detailed](#)
- [Planning](#)

Print

Self-Assessment Summary Report:

ISD 2019

Overall Compliance Strategy Ratings



A background image showing a group of students sitting around a table, using tablets. One student in the foreground is wearing a black Adidas hoodie. The tablets display various educational applications, including a grid-based interface and a map of Texas. There are also some physical materials on the table, like a box of colorful beads and a tray with a small card.

Outcomes and Continuous Improvement



EVALUATIVE RUBRIC



RESULTS REPORT



STRATEGIC SUPPORT
PLAN

12. Instructional Strategies* (Implementation)

REG. CITATION	POLICY STATEMENT
19 TAC §74.28; 19 TAC §89.1055(e)	The LEA has adopted policy, established operating procedures or guidance and monitors implementation of operating procedures or guidance to ensure instruction is aligned to needs and instructional standards (TEKS).

PROBING QUESTIONS

- Are special education supports and services implemented with fidelity?
- Do students with disabilities have access to instruction that is research-based and individualized to meet their needs?
- Do educators and administrators have access to training and implementation coaching related to instructional strategies?
- How does the LEA ensure implementation of the Texas Essential Knowledge and Skills (TEKS) standards?

SOURCES OF EVIDENCE

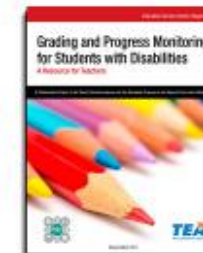
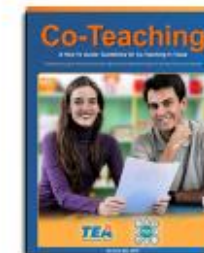
- LEA policy, procedures, or guidelines related to effective instruction
- Forms, checklists, classroom observation tools, or educator evaluation tools used to assess implementation of effective instructional strategies
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- Inclusion in Texas Network Trainings: Literacy for All!; Math for All!
- Inclusion in Texas Network UDL Modules
- [Inclusion in Texas Network State Guidance Documents](#)

Inclusion Resources

State Guidance Documents | Online Professional Development | Accessibility and Specialization Tools



The Progress in the General Curriculum (PGC) Network, in collaboration with the Texas Education Agency (TEA) focused on all students with disabilities gaining access to and showing progress in the general curriculum. The PGC Network created resources to assist educators and administrators in developing appropriate IEPs for students with disabilities. The Progress in the General Curriculum Network is no longer active. The Inclusion in Texas Network will continue the work originally developed by the PGC network.



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Self-Assessment Trainings and Supports

Education Service Centers

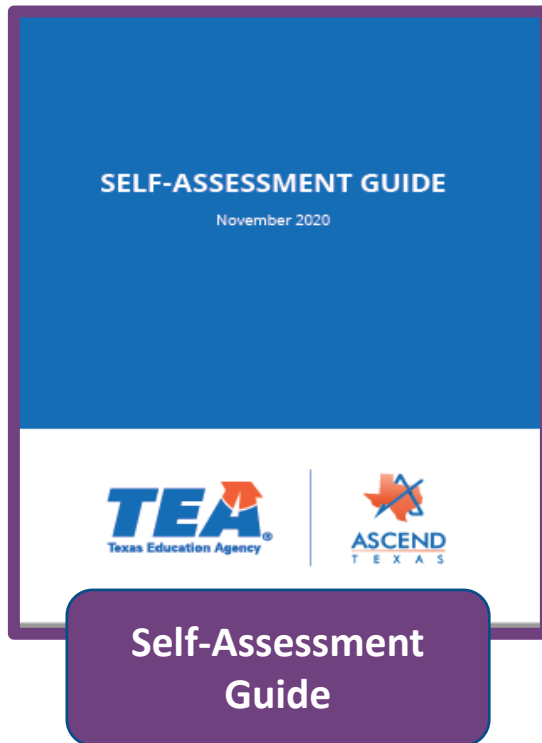


- Self-Assessment training workshop
- ESC Liaison support for LEAs
- Contact your local ESC for additional information

Virtual Resources



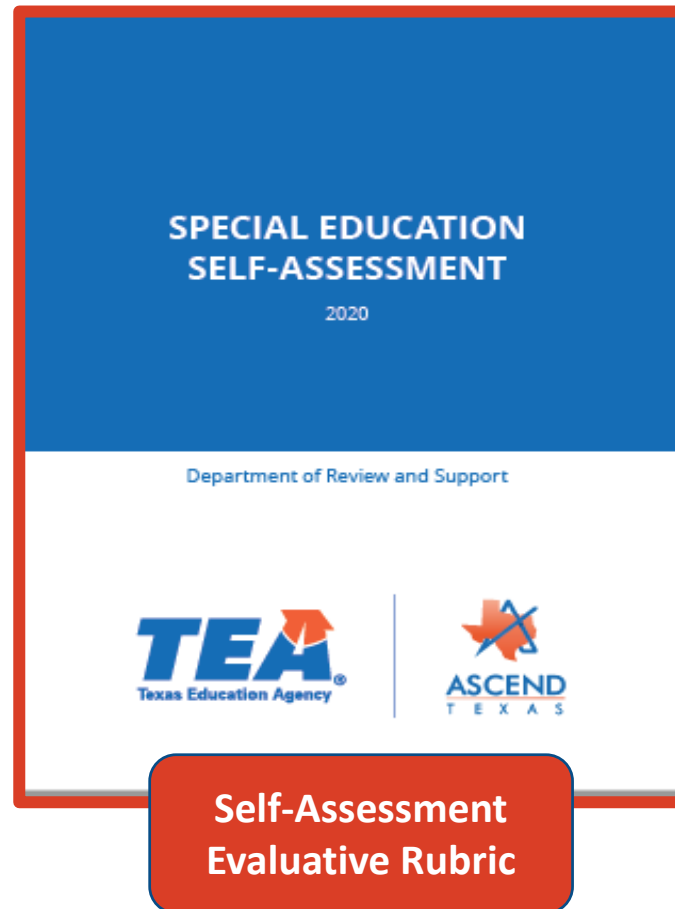
- Department of Review and Support web site
- Resources in the Ascend Texas TEAL application
- Self-Assessment eLearning module



SELF-ASSESSMENT GUIDE
November 2020

TEA | **ASCEND TEXAS**
Texas Education Agency

Self-Assessment Guide

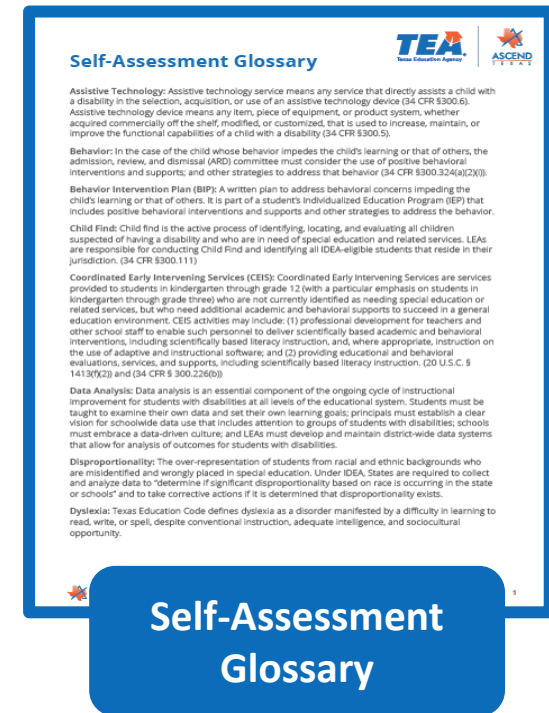


SPECIAL EDUCATION SELF-ASSESSMENT
2020

Department of Review and Support

TEA | **ASCEND TEXAS**
Texas Education Agency

Self-Assessment Evaluative Rubric



Self-Assessment Glossary

TEA | **ASCEND TEXAS**
Texas Education Agency

Self-Assessment Glossary

<https://tea.texas.gov/academics/special-student-populations/review-and-support/self-assessment>



Strategic Support Plan for RDA 2020
Determination Levels 2, 3, 4 (SPED)

Corrective Action Plans for SPP Indicator
11, 12, or 13 noncompliance



Thank you!