

Texas State Plan for Students with Visual Impairment

August 2017

The Texas State Plan for Students with Visual Impairments (State VI Plan) was developed with the assistance of the Texas Education Action Committee for the Education of Students with Visual Impairment, VI Consultants at the 20 Education Service Centers, and additional state-level stakeholders. It is intended to be a tool for identifying needs, setting priorities, and guiding the development and provision of services for students with visual impairments and DeafBlindness. This plan incorporates the goals from the [National Agenda for Students with Visual Impairment, including those with Multiple Disabilities](#), Revised, which have been widely accepted across the United States as relevant goals for appropriate educational practice.

The State VI Plan contains measurable indicators consistent with prioritized results and aligned with Texas Education Code (TEC) §30.002. To the extent possible, the State VI Plan is aligned with the Texas State Performance Plan (SPP)/Annual Performance Report (APR).

The TEC §30.002 requires the Texas Education Agency (TEA) to develop “a comprehensive statewide plan for the education of students with visual impairments who are under 21 years of age”. This state law requires the agency to develop a statewide plan that addresses: diagnosis and evaluation of students with visual impairments, education programs for students with visual impairments and the provision of educational services to students with visual impairments in their home communities whenever possible.

The Individuals with Disabilities Education Act of 2004 (IDEA 2004), Section 616(b), requires each state to develop a six-year performance plan. This State Performance Plan (SPP) evaluates the State’s efforts to implement the requirements and purposes of IDEA 2004 and illustrates how the State will continuously improve upon this implementation.

The State VI Plan is data driven to promote continuous improvement of services for students with visual impairments. It is dynamic and serves as a blueprint for future efforts.

Goal 1—

National goal: Students and their families will be referred to an appropriate education program within 30 days of identification of a suspected visual impairment. Teachers of students with visual impairments and orientation and mobility (O&M) instructors will provide appropriate quality services.

Indicators:

- Annual Registration of Students with Visual Impairments data

Baseline 2017: Annual VI Registration

- 411 students 0-2 = 4.08%
- 1027 students 3-5 = 10.2%

Goal 2—

Policies and procedures will be implemented to ensure the right of all parents to full participation and equal partnership in the education process.

Indicators:

- Parent responses on the SLSBVI survey. ESC XI will work to expand the SLSBVI survey to include more parent responses.

Baseline 2017: 16 parents.

Goal 3—

Universities with a minimum of one full-time faculty member in the area of visual impairment will prepare a sufficient number of teachers and orientation and mobility (O&M) specialists for students with visual impairments to meet personnel needs throughout the country.

Indicators:

- Number of university faculty

Baseline: 7 Faculty plus adjuncts

- Number of students in VI and COMS prep programs

Baseline 2016: 116 students in TVI preparation, 67 in O&M preparation

- Internships/practicum will be available for prospective professionals

Baseline 2016-17 (fall, spring, summer): 104

TTU - 19 TVI students, 21 O&M students

SFA - 28 TVI students, 36 O&M students

Goal 4—

Caseloads will be determined based on the assessed needs of students.

Indicators:

- The ratios of TVI to student numbers will reflect reasonable caseloads to meet core and expanded core curriculum needs of students.

Baseline: 2017 VI Registration

- Range from 01 to 09: 857 65.4%
- Range from 10 to 19: 317 24.2%
- Range from 20 to 29: 112 8.5%
- Range from 30 to 39: 16 1.2%
- Range from 40 to 49: 5 0.4%
- Range from 50 to 65: 2 0.2%

Note: This is the first time the "TVI Assigned to the student" has been collected. There is reason to suspect that some did not provide the actual TVI name, thus skewing the caseload estimates. Efforts are being made to correct entries in this field for the future.

Goal 5—

Local education programs will ensure that all students have access to a full array of service delivery options.

Indicators:

- Availability of an array of service delivery options based on ESC report

Baseline: Survey of ESC consultants 2017 -

- ❖ Homebound 19/20
- ❖ Self-contained Low incidence disability classrooms 20/20
- ❖ Self-contained VI specific classrooms 2/20
- ❖ Resource classrooms 16/20
- ❖ VI Specific resource classroom 1/20
- ❖ Co-teaching classrooms 19/20 (general/special)
- ❖ Gen ed 20/20
- ❖ PPCD 20/20
- ❖ 14/20 TSBVI

Goal 6—

All assessments and evaluations of students will be conducted by or in partnership with personnel having expertise in the education of students with visual impairments and their parents.

Indicators:

- Numbers of students taking STAAR Alt2 who are not identified as ID.
Baseline: 901 from the 2017 Annual Registration
- Number of students with IDEA categories reflecting additional disabilities
Baseline: 2017 Annual Registration: VI and LD = 95; VI and AU = 345

Goal 7—

Access to developmental and educational services will include an assurance that textbooks and instructional materials are available to students in the appropriate media and at the same time as their sighted peers.

Indicators:

- Teacher rating: Are student materials in braille/digital/other formats available to students in the appropriate media and at the same time as their sighted peers?

Baseline 2017: SLSBVI statewide survey

- ❖ Not at all: 8 or 2.3%
- ❖ infrequently 36 or 10/1%
- ❖ about half 92 or 25.9%
- ❖ frequently 114 or 32.1%
- ❖ Most of the time: 105 or 29.6%

Goal 8—

All educational goals and instruction will address the academic and expanded core curricula based on the assessed needs of each student with visual impairments.

Indicators:

- Teacher rating: Do professionals have enough time and resources to address the academic and expanded core curriculum based on the assessed needs of each student with visual impairments?

Baseline 2017:

- ❖ Not at all: 32 or 8.8%
- ❖ *infrequently*: 83 or 23%
- ❖ *about half*: 26 or 34.9%
- ❖ *frequently*: 80 or 22.2%
- ❖ Most of the time: 40 or 11.1%

Goal 9—

Transition services will address developmental and educational needs (birth through high school) to assist students and their families in setting goals and implementing strategies through the life continuum commensurate with the students' aptitudes, interests, and abilities.

Indicators:

- Parent rating: To be determined based on responses related to transition in the family questions on the SLSBVI survey

Baseline: Survey in development

Goal 10—

To improve students' learning, service providers will engage in ongoing local, state, and national professional development.

Indicators:

- Topics covered in ESC/TSBVI trainings

Texas is fortunate to have a robust system for provision of VI and DB specific professional development. A coordinated network of regional service center staff and the Texas School for the Blind and Visually Impaired in addition to partnerships with related state agencies ensures that many opportunities for learning are available. Online learning is the fastest growth area, but there are in person trainings provided at the local, regional and statewide level on a wide range of topics. The SLSBVI and TSBVI work together to coordinate professional training options each year. In 2016-2017, significant topics included Literacy (UEB, braille transcription, reading intervention, accessible materials), Assistive Technology (notetakers, Ebooks, iDevices), DeafBlindness (statewide symposium and smaller trainings), evaluation and programming for students with the most significant disabilities (calendars and routines, adapted books), orientation and mobility (role of the COMS for infants, GPS, IEPs and community travel).