



## **Special Education Monitoring**

Spring 2019 Stakeholder Engagement Events

Frequently Asked Questions (FAQ)

Texas Education Agency

Office of Special Populations and Monitoring

Division of Review and Support

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## Monitoring Process

1. The special education monitoring process seems complex. How much preparation and planning are LEAs expected to complete to engage in monitoring?

The special education monitoring process is designed to inform continuous improvement, not to encumber the LEA. The implementation of new monitoring practices is not expected to take any more time than past practices; however, the TEA recognizes the LEA may be required to use time differently prior to monitoring activities. The Division of Review and Support will take purposeful steps to minimize the disruption of monitoring activities to the operations of the LEA, including during local benchmark and other scheduled student assessments when engaging with the LEA during monitoring activities.

2. Will LEAs be provided advance notice of selection for special education monitoring activities? Who will be notified?

All LEAs in the state of Texas will be, at minimum, monitored every six years in a scheduled cycle. Cyclical monitoring schedules will be published on the TEA website in two-year increments in July prior to the start of each school year. LEAs participating in cyclical monitoring will also receive correspondence from the TEA at the start of the school year, and throughout the monitoring process. LEAs selected for targeted support review activities will be notified by the Division of Review and Support at a minimum, two months prior to the initiation of monitoring activities. The Superintendent and the Special Education Director will receive official notifications from the Division of Review and Support. The ESC special education directors will receive a separate notification that will list the LEAs in their respective regions that will be monitored, as well as the types of monitoring activities that will occur.

3. What are the cyclical monitoring dates?

Each school year, LEAs selected for cyclical monitoring will be reviewed in three groups. Monitoring activities for group one will occur October –December, monitoring activities for group two will occur January – March, and monitoring activities for group three will occur April - June. All monitoring activities occur within the school year in which the LEA is scheduled for monitoring.

- Group 1: October-December
- Group 2: January-March
- Group 3: April-June

4. What actions will the TEA take to change the present culture of special education monitoring from a focus on compliance to a focus on best practices?

Special education monitoring by the TEA will strive to develop a holistic approach that balances compliance requirements with continuous improvement for student outcomes, including LEAs' promising practices. A system of general supervision, as required by law, can be leveraged to improve results. Additionally, in an effort to improve communication and collaboration, the Division of Review and Support is committed to building strong and positive relationships with LEAs.

5. How is special education monitoring aligned with the Effective Schools Framework (ESF)?

The special education monitoring process is designed as a diagnostic framework to support the LEA's continuous improvement efforts. The monitoring process for special education uses common language and supports the LEA's improvement efforts, including connection to ESF resources, to facilitate an efficient alignment of resources to promote positive practices and outcomes for students.

The monitoring activities align to 10 of 13 essential actions in the ESF framework:

- Lever 1: Strong School Leadership and Planning – Focused plan development and regular monitoring of implementation and outcomes
- Lever 2: Effective, Well-Supported Teachers – Build teacher capacity through observation and feedback cycles
- Lever 3: Positive School Culture
  - Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations
  - Explicit behavioral expectations and management systems for students and staff
  - Proactive and responsive student support services
  - Involving families and community
- Lever 4: High-Quality Curriculum – Curriculum and assessments aligned to TEKS with a year-long scope and sequence
- Lever 5: Effective Instruction
  - Effective classroom routines and instructional strategies
  - Data-driven instruction
  - RTI for students with learning gaps

6. How is this process going to positively impact student outcomes?

The special education monitoring process is designed to utilize a balanced approach to state and federal compliance monitoring and continuous improvement to advance positive outcomes from students. The monitoring process will result in focused, systemic recommendations for continuous improvement as an outcome of all monitoring activities. Noncompliance and corrective action will be required when applicable and identified in conjunction with focused areas for continuous improvement.

7. Will LEAs receive additional funds in order to engage in the special education monitoring process?

Local, fiscal decision-making continues to be the responsibility of the LEA. The special education monitoring process is intended to be embedded in the LEA's ongoing, continuous improvement practices. While the implementation of new special education monitoring activities is not anticipated to have any greater financial impact on the operational costs of LEAs, the recent passage of HB 3 includes \$4.5 billion for transformational educational reforms, such as directing more funds to

schools with higher concentrations of under-served students, including students who receive special education services.

8. How will monitoring be scheduled and differentiated for SSAs? When monitoring LEAs who are part of an SSA, will only the fiscal agent engage in monitoring activities, or will all individual member districts also engage in monitoring?

LEAs who are part of an SSA or co-op arrangements for special education services receive a comprehensive, cyclical review every six years just as any other LEA. LEAs who are members of SSAs or co-op arrangements may also be selected for targeted support reviews and random, promising practice reviews. SSA/co-op special education directors were provided opportunity to share input on the scheduling of the LEAs they serve. Feedback from SSA directors was considered and used, to the greatest extent possible, when developing the schedule for cyclical reviews.

9. What does special education monitoring look like for charter schools?

All LEAs receive a comprehensive, cyclical review every six years, including charter schools. Charter schools, like all LEAs, may be selected for targeted support reviews and random, promising practice reviews.

10. LEAs have many testing windows during the school year. Will the TEA engage in monitoring activities with the LEA during student testing windows?

TEA will not conduct on-site reviews during the established state assessment window. In the event an LEA is selected for an on-site review, all efforts will be made to minimize the disruption of the on-site visit to the operations of the LEA, including during local benchmark and other scheduled student assessments.

## Results-Driven Accountability (RDA)

*If RDA is adopted in rule as proposed, then RDA will replace the name PBMAS*

1. If PBMAS is phasing out, what happens to the State Performance Plan (SPP) indicators?

Annual reporting on SPP indicators remains a federal requirement, and LEA data submission requirements for SPP indicators will remain under RDA. The SPP compliance indicators that currently factor into an LEA's Federally Required Elements report in PBMAS (indicators 9, 10, 11, 12, and 13) will now factor into an LEA's Results-Driven Accountability (RDA) report.

2. PBMAS has not measured "outcomes." How will this process now measure "student outcomes?" What data will be used to determine outcomes on RDA? How will student growth be reviewed through RDA? Are data sources other than state assessment used to assess growth?

Within RDA, indicator performance levels are one piece of a comprehensive framework for supporting student outcomes. RDA will continue to use state assessment data as one measure of student performance. The Division of Review and Support is engaged in continual analysis of LEA data to determine which indicators are most predictive of future outcomes for students with disabilities. This analysis will inform decisions surrounding the addition, modification, or deletion of indicators in

subsequent years.

3. Students who are identified in special education have disabilities; how will this affect the PBMAS indicator for STAAR passing rates?

The Division of Review and Support will determine cut scores for state assessment indicators on an annual basis. A decision to adjust cut points for one or more indicators is based on careful consideration of the following:

- whether a state or federal goal has been identified for the indicator;
  - performance of the state on each indicator at the time cut points are set;
  - expected and actual improvement on the indicator over time;
  - amount of improvement reasonable for the indicator;
  - the overall impact on the RDA system of adjustments to cut points;
  - the RDA system's guiding principles;
  - other considerations that could affect performance on specific indicators;
  - appropriate cut points across similar indicators; and
  - internal and external input.
4. PBMAS established targets for elements of an LEAs special education program. How are RDA performance levels determined and used to set targets for LEAs?

For the 2019-20 school year, the RDA indicators will serve a similar function to previous PBMAS indicators in terms of establishing target scores. While performance levels will continue to be based on target scores on indicators, the RDA framework differs from PBMAS in terms of the comprehensive, individualized supports the Division of Review and Support will collaboratively engage in with LEAs. The performance levels determined for each LEA will trigger differentiated levels of monitoring and enforcement by the agency to improve results driven outcomes for students. The indicators will be used as a preventative diagnostic for LEAs to develop solutions for issues impacting results for students with disabilities.

5. The new risk indicators need to be fully vetted by several groups before finalized. Will district and campus mobility and AER status be considered? Will indicators be weighted? How will report-only indicators be vetted?

The TEA has multiple avenues for vetting new indicators with relevant stakeholders, including LEA personnel, ESC representatives, families, and community members. As with PBMAS, new RDA indicators will typically first be introduced as report-only. This will provide TEA the opportunity to collect baseline data and determine performance targets, and it will give LEA personnel and other stakeholders the opportunity to self-monitor and to provide feedback on proposed indicators prior to their inclusion in performance level determinations. LEAs will have the opportunity to review district and campus-level factors affecting student performance with Division of Review and Support contacts as part of the root cause analysis and continuous improvement process. Ongoing implementation of the RDA system will include the addition of new indicators, revision of current indicators, and deletion of indicators that are no longer necessary. Any decision to apply weighting certain indicators would

be made in the context of data-driven decision making and stakeholder engagement.

6. When does a RDA performance level lead to a desk review? An on-site review? Why are LEAs with low levels of risk identified for an on-site review?

For LEAs that are not being cyclically monitored during a particular year, RDA performance levels of 2, 3, and 4 will lead to strategic support plan development and a targeted focused review of IEP elements related to targeted support areas. The targeted support review process will assist the Division of Review and Support in determining which LEAs will receive on-site support. The Division of Review and Support will also identify a small number of LEAs each year for promising practices reviews to identify and highlight best practices, and to make focused, strengths-based recommendations for continuous improvement.

7. When will LEAs be informed of their RDA performance levels?

LEAs will be informed of performance levels in October annually. (This will be the same timeframe of former PBMAS notification).

8. How will RDA Performance Levels be determined in the 2019-2020 school year? Desk? On-site?

For the 2019-20 school year, performance levels will be determined based on an LEA's performance on RDA indicators and Federally Required Elements. For LEAs not cyclically monitored during a particular school year, RDA performance levels of 2, 3, and 4 will lead to focused review of elements related to targeted indicators. The targeted support review process will assist the Division of Review and Support in determining which LEAs will receive additional on-site support. For Cycle 1, LEAs who received a previous PBMAS of 3 or 4 will be scheduled for an on-site during their cyclical monitoring process. The break down in numbers for on-site is as follows:

- LEAs identified for cyclical monitoring with a PL 3 or 4 (in 2018-2019) who are in the cyclical schedule for Cycle 1 – 23 LEAs were identified for an on-site review.
- LEAs identified for targeted review (PL 3 or 4) after RDA (PBMAS) performance levels are released in October 2019- Approximately 19 will be randomized for on-site.
- LEAs with PL 0-2 after RDA (PBMAS) performance levels are released in October 2019- Approximately 9 will be randomized for promising practices on-site.

9. Can discipline data indicators become more simplified?

The discipline indicators are aligned to SPP 4a and 4b (20 U.S.C. 1416(a)(3)(A); 1412 (a)(22)). The Review and Support team as well as your ESCs will be available for guidance and questions.

## Self-Assessment

1. How are Section 504 and Dyslexia addressed in the self-assessment?

While Section 504 is not addressed in the self-assessment, Dyslexia is addressed as a strategy/compliance area for review. This is to ensure that dyslexia is addressed systemically at the LEA through policies, procedures, and professional development.

2. How much time should the LEA dedicate to the completion of the self-assessment? How can we complete this with existing staff? Who should participate in the self-assessment?

The amount of time that the self-assessment takes to complete will vary based upon the LEA. The self-assessment is designed to be completed by a team that is able to review the areas of the self-assessment and identify the appropriate quality level for each compliance/strategy area. Some LEAs may be able to complete the self-assessment in one meeting. Other LEAs may need to hold multiple meetings to complete their self-assessment. The LEA should convene a multi-disciplinary team to complete the self-assessment and consider feedback from all departments/areas necessitated in special education and actively engage district personnel outside of the special education department from the beginning of the process to support the alignment of mission, strategy, and action throughout continuous improvement planning and implementation. This team may include special education directors, central office staff, campus administrators, special education teachers, general education teachers, related services personnel, and assessment personnel, however, the self-assessment team is not limited to these individuals, nor does the team always need to include all of these individuals. The decision of who to include on the self-assessment team is the LEA's local decision.

3. How is the self-assessment connected to legal compliance?

The self-assessment is a tool to support the LEA's continuous improvement and is not intended to identify state and federal non-compliance, however, the self-assessment may provide an indicator of areas of focus to align to the LEA's overall continuous improvement and ensure compliance.

4. What are the criteria on the self-assessment?

The self-assessment consists of 27 compliance/strategy areas which include Identification, Referral/Intervention, Dyslexia, Evaluation, Re-Evaluation, Offer of Free Appropriate Public Education (FAPE), IEP Development, IEP Implementation, Least Restrictive Environment (LRE), Assistive Technology, State Assessment Participation, IEP Supplements, Properly Constituted ARD committee, Instructional Strategies, Graduation, Pre-K Transition, Secondary Transition, Disproportionality (Discipline), Disproportionality (Identification and Placement), Teachers and Staff, Behavior, Behavior Intervention Plans, Manifestation Determination, Assessment Data Analysis, Family Engagement, Connection to Community, and School Climate. Within those areas there are topics such as policy and procedure, implementation, or professional development. For each topic, the LEA will choose a rating of developing, proficient, or exemplary based on sources of evidence, data, and the statement of justification for quality levels in the self-assessment.



5. How does the self-assessment look at student progress? Does the self-assessment account for student progress? How?

The self-assessment does not address individual students. It is a tool to assist LEA leadership teams in evaluating and improving special education programming. While student outcomes are one of the compliance/strategy areas for the LEA to review, if the LEA uses the self-assessment as part of their continuous improvement process, they should see an increase in student outcomes through the implementation of strategies aligned to the exemplary quality levels based on their current practices.

6. Why does the self-assessment for special education include items related to RtI/MTSS? Aren't these general education initiatives?

Child Find is a continuous process of public awareness activities, screening and evaluation designed to locate, identify, and evaluate children with disabilities who need Early Childhood Intervention (ECI) Programs (Part C) or Special Education and Related Services (Part B).

7. How are the results calculated? Is this calculated based on the LEA's individual responses to each section answered and/or is there a formula to obtain an overall percentage in each area?

The online self-assessment will provide a recommended quality level based on the input of the LEA. If the LEA determines, based on data collection and current practices, that recommended quality levels are lower or higher than the recommendation, there is an opportunity for the LEA to justify the rationale and select the quality level that best reflects their special education program.

8. Do all LEAs submit the self-assessment to TEA, or are they to complete it and maintain locally?

All LEAs will submit the self-assessment as it is a platform accessible in TEAL. LEAs are able to save their data each year as well as develop summary reports and comparative reports.

9. How is disproportionality calculated on the self-assessment?

Disproportionality on the self-assessment is addressed for both discipline and identification and evaluation. It is not calculated as a percentage, but rather the LEA will score themselves using the quality levels of developing, proficient, and exemplary based on current LEA policy and procedures, as well as practices. The sources of evidence provided with the self-assessment can be used to help LEAs address and score the disproportionality categories on the self-assessment.

10. What is the platform for the self-assessment? Will information be available from year to year?

The self-assessment will be available in an interactive, online platform. LEAs will access the online platform through TEAL to complete the self-assessment. The platform will house historical data for the LEA to access and compare their results over time.

11. My LEA is part of a Shared Service Arrangement (SSA) for special education services. How should an SSA approach the completion of the self-assessment?

The special education director of the SSA works in collaboration with the LEAs served under the SSA agreement to complete the self-assessment for all respective LEAs. Ultimately, the SSA and LEA must determine the approach to collaboration needed to adequately complete the self-assessment and

plan meaningful, ongoing, improvement goals and strategies.

12. Why is the self-assessment not beginning in July as initially proposed?

The self-assessment was initially presented to stakeholders as being accessible in July 2019. Due to the amount of feedback and the decision to build an online platform for ease and use, the self-assessment will not be available for all LEAs to access until spring 2020. The LEAs who are in Cycle 1 groups 1 and 2 will be asked to participate in the Self-Assessment as test groups. These groups will have an extended window for engaging with the TEA and providing feedback regarding revisions and use of the online version of the Self-Assessment prior to the full roll out in spring 2020. The self-assessment will also have an eLearning module to assist LEAs with completing the self-assessment. The module is an interactive opportunity for LEAs to understand how to use the platform. ESCs will also have access to the eLearning module in addition to a facilitation guide to assist in supporting LEAs. A training on the self-assessment has been scheduled for Special Education Liaisons for August 27, 2019. The training is not a requirement for providing support to LEAs.

The Self-Assessment is a tool for continuous improvement and will not determine non-compliance. This is an opportunity for LEAs to review data and evidence to identify areas of strength and areas of growth within the LEA.

LEAs will be required to complete the Self-Assessment annually; however, the Self-Assessment will save year to year and will not require duplication.

The Self-Assessment online platform is being built as a platform that requires TEAL access. User roles will be identified so LEAs can select the roles of staff members who engage in the Self-Assessment.

## Desk Review

1. What is the desk review in TEA's monitoring process?

The purpose of a desk review is to verify the LEA's compliance, performance, practices, and policy alignment to the federal IDEA and State of Texas requirements. A desk review provides an opportunity for the TEA to request information and/or clarification through the Results-Driven Accountability framework. During a desk review, the TEA analyzes the LEA's special education program by reviewing requested documents. The TEA will establish communication, and a timeline for submission of documentation, and the LEA will upload a specific number of students' special education documentation for review.

2. How will TEA determine the number of folders/records they will review?

A representative sampling methodology is utilized to determine the number of student level documents required during a desk review. The selection of student records is based upon the total number of students enrolled in the LEA who require special education services (n-size). The TEA will review a greater number of student-specific documents for LEAs with higher enrollment of students who receive special education services than LEAs with a lower enrollment of students who require special education services.

3. How will the desk review tool align with the self-assessment tool?

The desk review and self-assessment are aligned through the diagnostic analysis protocol. Each of these tools is based upon the overarching categories: implementation, student outcomes, and family engagement/parental involvement. The priority diagnostic questions for these overarching categories are the same for both the self-assessment and desk review tools.

4. What documentation will be required from LEAs?

The student specific documentation requested will vary based upon the n-size of the LEA and the ages of the students selected for review.

5. How will LEAs submit/upload the student documentation?

Desk review documentation be uploaded by the LEA into an online platform. From there, the TEA will be able to access and retrieve the LEA's documentation.

6. What staff are needed to complete the desk review?

The LEA will only need staff to compile and upload the requested documentation. They should be familiar with and have access to students' special education documentation. The TEA personnel will conduct the desk review using this documentation.

7. Where can I find what will be on the desk review?

All internal protocols used by the TEA to conduct special education monitoring will be posted publicly for transparency. The TEA website will house all documents related to special education monitoring.

8. Policy Review: The policy review will begin between the months of August and September 2019. The Division of Review and Support will conduct the policy reviews by evaluating the LEA's policies linked in the legal framework and will require NO additional documents from the LEA during this time.

LEAs who have not linked their policy in the legal framework may require your support to do so. If we find they do not have the policy linked at the time we begin monitoring, we will communicate with the LEA and provide advanced notification for the LEA to complete the upload by the closing of the LEA's assigned monitoring cycle. It is anticipated the LEA may require ESC support and guidance for this activity, and we will encourage LEA leadership teams to contact their respective ESCs.

9. What will a comprehensive desk review focus on?

A comprehensive desk review will focus on documentation of local policies regarding special education, student documentation reviews focused on the areas of evaluation, IEP development, content, implementation, transition, properly constituted ARDs, state assessment, and will include stakeholder input. The desk review will consist of the following items:

- a. Sample list of students selected by LEA
- b. Performance level Indicators
- c. Student FIE and/or IEP review
- d. Documents from LEA to support compliance of IDEA and student IEPs

- e. Local policy and procedure review
- f. SPP indicator data
- g. Dispute/complaint data review
- h. Ongoing noncompliance
- i. Stakeholder interviews

All cyclical reviews are comprehensive desk reviews. The above listed items are the data that will be considered during LEA monitoring. All document requests will be explicitly reviewed in September during the monitoring pre-conference in order to support Cycle 1 group 1 with expectations. Cycle 1 groups 2 and 3 will receive communication with a draft of the pre-conference expectations and dates for the next communication to assist with their preparation of their respective monitoring cycles.

Currently the desk review protocols are in revision from stakeholder feedback, but they are anticipated to be completed for September posting. LEAs will be able to review items prior to monitoring.

ESCs will be updated as materials are finalized. Materials will be posted on either the TEA website, the monitoring platform, or both.

**10. What is the timeline and communication for the Comprehensive Review of Findings Report?**

Within 30 days of completing monitoring activities for an LEA, the TEA will respond to the LEA with a findings report identifying strengths and possible areas of growth, additionally providing recommendations for continuous improvement, technical assistance, and other ongoing professional development.

LEA reports will only be generated from cyclical monitoring activities. Targeted reviews will not receive reports. Reports will be completed within 30 days after the monitoring cycle. The LEA will be provided an opportunity for dialogue and feedback prior to the report being posted.

## On-Site Review

1. How will the interviews be conducted during an on-site review? Who will be interviewed?

On-site interviews may be conducted either individually or in group at the discretion of the TEA review team in collaboration with the LEA. The TEA review team, in coordination with the LEA, will determine the most appropriate stakeholders to interview during the on-site visit to inform a comprehensive understanding of the LEA's special education program, practices, and processes.

2. How many questions will be asked of each stakeholder during the on-site interview?

The number of interview questions varies based upon the focus areas for the on-site review and the stakeholders involved. The TEA review team will take efforts to minimize disruption to staff schedules and responsibilities during the on-site review.

3. What will be reviewed during an on-site review? What quantitative and qualitative data does TEA collect?

The on-site review is one component of an LEA's special education review. Quantitative data, in most cases, is collected prior to an on-site visit through the Results-Driven Accountability and SPP data collection process. Current noncompliance, including continuing corrective action data, may also be considered. A desk review of the LEA's policies in the Legal Framework, and a review of a sampling of student, special education records maintained by the LEA is analyzed by the TEA in advance of the on-site review. The on-site review consists of student observations and interviews with LEA stakeholders, including family members of students with disabilities, to supplement the findings of the desk review and inform continuous improvement planning. Not all LEAs who receive a desk review will also receive an on-site review.

4. Will TEA interviewers consider cross-departmental feedback on MTSS and other LEA processes during an on-site review?

The on-site review is designed to review all elements of an LEA's special education program, including MTSS and connections to Child Find.

5. What is the projected/expected timeframe TEA will be at the LEA to complete the on-site process?

Time allotted for on-site review activities varies according to the *n*-size of the LEA. In most cases the on-site process can be completed in two to four days.

6. How are Educational Service Centers (ESCs) involved during the on-site process?

The regional ESC special education point-of-contact for the LEA selected for monitoring activities will receive notification of the LEA's selection for monitoring, and will be notified of monitoring activities, including any identified noncompliance that requires corrective action. The involvement and role of the ESC and ESC regional staff is a local decision determined by the LEA. It is anticipated that the ESC will be utilized by the LEA as a partner to support and guide the LEA through monitoring

activities and will be available post monitoring to further provide professional development and on-going support.

7. How does the on-site review align with the self-assessment?

The self-assessment is a continuous improvement and planning tool to assist the LEA in identifying strengths and areas of growth in the LEA's special education program and implementation. The self-assessment is intended to support the LEA's goal setting and planning independently of the TEA conducted special education monitoring activities. The results of the LEA's most recent self-assessment will be reviewed by the TEA review and support team prior to an on-site review. Self-assessment results, when the self-assessment is completed with fidelity, may assist the LEA and the TEA in selecting priority areas for focus and feedback during an on-site review.

## Monitoring Supports, Outcomes, and Technical Assistance

1. What is TEA's plan for support and training throughout the monitoring process?

Review teams at the TEA Division of Review and Support are assigned by region. The TEA specialist that initiates contact with the LEA when the cycle commences is available to support the LEA throughout the monitoring process. The TEA is also working closely with the ESC Special Education Directors and liaisons in all regions to ensure ESCs are prepared to offer assistance prior to, during, and following the conclusion of monitoring activities in the LEA. Additionally, eLearning modules for each component of the monitoring process are in development and will provide support to both the ESC and the LEA.

2. What are universal and targeted supports for technical assistance?

Universal technical assistance supports are any resources, materials, or guidance documents that are available to all LEAs. Targeted technical assistance supports are need-based and tailored to address specific areas of growth and improvement identified through the monitoring process.

3. Where do I find professional development materials related to the monitoring process?

Online professional learning materials will be available to LEAs through the TEA's Review and Support webpage to support all aspects of the special education monitoring process. Regional ESCs can also provide support to LEAs throughout the monitoring process.

4. How does the network support differ from the ESC support?

The ESC Special Education director and liaison for your region can provide pre-monitoring technical assistance and support and will also provide post-monitoring follow-up support, including the facilitation of connections between the LEA and other sources of technical assistance and PD through the TEA networks.

5. Is training related to the special education monitoring process available for superintendents, principals, and other campus administrative staff?

All roles in the LEA are highly encouraged to participate in training related to the special education monitoring process. Anyone for whom training on this process would be beneficial is welcome to participate.

6. If an LEA is to receive post-monitoring support, what is the source of that support? The Effective School Framework (ESF)? Another TEA source?

The source of post-monitoring support, including technical assistance network connections and professional development, is determined by the focus areas, recommendations upon conclusion of monitoring activities, and the degree of support required by the LEA. If the LEA is working with the ESF, there would be opportunities to identify what levers the LEA is currently working on so the LEA may align the special populations work to those levers.

7. How will the Review and Support team communicate with LEAs during and after the monitoring process?

The LEA should expect regular communication with the TEA during monitoring activities, including emails, scheduled phone conferences, and informal phone calls. Upon conclusion of monitoring activities, the type and frequency of the communication between the TEA and the LEA will vary based upon the recommendations, compliance status of the LEA, and Results-Driven Accountability (RDA) data. Methods of post-monitoring communication may include phone conferences, emails, or site visits. Efforts will be made by the TEA to communicate with the LEA using the most efficient and preferred communication method.

8. How will TEA ensure general education staff are included in continuous improvement efforts?

General education staff are critical in the education of students with disabilities. Special education monitoring activities will result in focused recommendations for systemic improvement that, in some instances, may include recommendations applicable to general education staff. The TEA and the regional ESC will provide follow-up guidance and support on the implementation of improvement strategies, including strategies that require the involvement of general education staff in the LEA.

9. Why is there a wait for an LEA to be in the “Needs Intervention” stage before technical assistance or professional development is required?

Technical assistance and professional development can and should be accessed by the LEA at any time. The TEA will make recommendations to support the implementation of continuous improvement strategies and the correction of identified noncompliance when applicable to support the LEA. Ultimately, the sources of technical assistance and professional development, and the corresponding improvement activities, are a local decision made by the LEA. Technical assistance and professional development may be prescribed by the TEA if significant supports and other interventions have not proved to garner results, and it is determined through the RDA framework that the LEA requires intervention or substantial intervention.