The State of the State in Special Education

TCASe
Great Ideas
February 4, 2020
### Suite of Resources for Parents

**Overall Corrective Action Response Progress**

#### Updates in Special Education

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SB 139</strong></td>
<td>SB 139 increases the options for parents and guardians to receive training and technical assistance. It also strengthens the state's accountability for ensuring that parents and guardians are provided with information and services they need to support their children.</td>
</tr>
</tbody>
</table>

#### Individuals with Disabilities Education Act

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fact Sheet for Families</strong></td>
<td>An overview of the IDEA and its requirements, including rights and responsibilities of parents and children.</td>
</tr>
<tr>
<td><strong>What is IEP?</strong></td>
<td>An individualized educational plan (IEP) is a written plan for a student with a disability that identifies the student's needs and provides for special education and related services.</td>
</tr>
</tbody>
</table>

#### Dyslexia

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fact Sheet for Families</strong></td>
<td>Information on dyslexia, including signs, symptoms, and available supports.</td>
</tr>
<tr>
<td><strong>Characteristics of dyslexia</strong></td>
<td>Difficulty with reading, writing, spelling, and processing information.</td>
</tr>
</tbody>
</table>

#### Multi-Tiered Systems of Support

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fact Sheet for Families</strong></td>
<td>Information on the Multi-Tiered Systems of Support (MTSS) framework, which provides a comprehensive and integrated approach to the prevention and intervention of behavioral, social, and academic difficulties.</td>
</tr>
<tr>
<td><strong>What is MTSS?</strong></td>
<td>MTSS is a layered approach that includes universal screening, targeted interventions, and intensive supports for students who need them most.</td>
</tr>
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</table>

### Section 504

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fact Sheet for Families</strong></td>
<td>Information on Section 504 of the Rehabilitation Act, which protects students with disabilities from discrimination in educational programs and activities.</td>
</tr>
<tr>
<td><strong>What rights do families have?</strong></td>
<td>Families have the right to a free appropriate public education (FAKE) and the right to participate in the decision-making process.</td>
</tr>
</tbody>
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*TEA | State of the State – Great IDEAs 2020*
Identification and Evaluation
Since 2013, Texas has seen a growth in the number of special education students by an average of 15,393 students each year.
The number of Initial Evaluations has increased each year by at least 13%.

<table>
<thead>
<tr>
<th>Year</th>
<th>Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>88,210</td>
</tr>
<tr>
<td>2017-2018</td>
<td>100,535</td>
</tr>
<tr>
<td>2018-2019</td>
<td>138,027</td>
</tr>
</tbody>
</table>
The number of special education students in Texas continues to show growth.

- 2016-17: 477,281
- 2017-18: 498,320
- 2018-19: 531,991

Student Increase: 54K
Texas has identified an additional 54,000 students for special education in the past 3 years.

These additional students receiving services in Texas represent more than all of these other states’ total special education populations.
Funding for Students with Disabilities
House Bill 3 – 86th Texas Legislature increased funding for students with disabilities in these three specific areas.

- **Served in mainstream** $970 per student to schools
- **Dyslexia** $616 per student to schools
- **CCMR (College, Career, Military Ready)** $2,000 per student to schools
HB 3 of the 86th Texas legislature required TEA to establish an advisory committee to develop recommendations about how special education programs are financed by the state of Texas.
The Charge

The SpEd Finance Allotment Advisory Committee is required to provide the Lieutenant Governor, Speaker of the House, and Chairs of both Education Committees with a report in May of 2020. The report is required to include:

- A review of current methods for funding special education programs in Texas public schools
- An analysis of a possible funding system based on the services and supports each student receives instead of instructional arrangement
- Data on current special education expenditures from a representative sample of LEAs
- Recommendations for a new funding system or for improvements to the current system of funding special education programs
Strategic Plan

- Monitoring
- Training, Support & Development
- Identification & Evaluation
- Technical Assistance
- School, Family, and Community Engagement
Monitoring

Differentiated Monitoring System (DMS)

Self-Assessment

RDA (Results Driven Accountability System)

Independent Audit of TEA Monitoring

Strengthen support and supervision to schools.
Monitoring
Cyclical Monitoring Distribution

<table>
<thead>
<tr>
<th>Year</th>
<th>(From To)</th>
<th>LEAs Monitored</th>
<th>Stage 0-2</th>
<th>Stage 3</th>
<th>Stage 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>(2019-2020)</td>
<td>184</td>
<td></td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>Year 2</td>
<td>(2020-2021)</td>
<td>171</td>
<td></td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>Year 3</td>
<td>(2021-2022)</td>
<td>190</td>
<td></td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Year 4</td>
<td>(2022-2023)</td>
<td>189</td>
<td></td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Year 5</td>
<td>(2023-2024)</td>
<td>189</td>
<td></td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Year 6</td>
<td>(2024-2025)</td>
<td>193</td>
<td></td>
<td>11</td>
<td>3</td>
</tr>
</tbody>
</table>

Approximately 23% LEAs Monitored Annually

All the schools in blue, prior to this year would not have been monitored.
Current Compliance concerns, 7 Areas of Non-compliance, the most common substantiated SPED complaints

- Evaluation & Child find: 25.13%
- Assessment: 13.74%
- IEP Development: 11.48%
- IEP Content: 10.17%
- IEP Implementation: 8.61%
- Properly Constituted ARDs: 7.3%
- Transition Requirements: 6.83%

These 7 areas make up 83% of all instances of non-compliance between 2014 and 2018.

Representativeness: 450 LEAs
Categories of non-compliance: 33
Instances of non-compliance: 2,300
Training, Support & Development

- SpEd Academies
- ESC Liaisons
- Technical Assistance Networks
- Technical Assistance Guides
- Dispute Resolution Expansion
- Complaints Redesign

Improve practice of teachers, principals, and systems to support students with special needs.
Training, Support & Development
SpEd Academies

Year 0 [2019-2020]
Year 1 [2020-2021]
Year 2 [2021-2022]
Year 3 [2022-2023]

SpEd Leaders
Develop & Pilot
Launch comprehensive model
Launch blended content model

TEA | State of the State – Great IDEAs 2020
Most students receiving special education services are spending 80% or more of their academic day in the general education setting.
Types of Resources

- Technical Assistance Guidebooks
- Webinars
- Online Courses
- Trainings –
  - Face to Face
  - Online
- Coaching Guides
- Conferences

Upcoming statewide evaluation conference hosted by TEA and Child Find Network

Recent live recorded Webinar (1 of 5)

Draft cover slide for a training currently under review

Cover of Technical Assistance Guide on Child Find and Evaluation (first in series)

TSLAT (Autism Network) Mini Courses (30 min.) and Full Courses (6 hrs.)

Coaching Guide to accompany training
## Technical Assistance

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
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<tbody>
<tr>
<td>Child Find, Evaluation, ARD Supports</td>
<td></td>
</tr>
<tr>
<td>Inclusion in Texas</td>
<td></td>
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<tr>
<td>Texas Statewide Leadership for Autism Training (TSLAT)</td>
<td></td>
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<tr>
<td>Tiered Interventions using Evidence-based Research (TIER)</td>
<td></td>
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<tr>
<td>Texas Complex Access Network (Texas CAN)</td>
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<tr>
<td>Texas Sensory Support Network (TxSSN)</td>
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<tr>
<td>Small and Rural Schools Network (SRSN)</td>
<td></td>
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<tr>
<td>Student-Centered Transitions Network (SCTN)</td>
<td></td>
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<tr>
<td>Multiple Exceptionalities and Multiple Needs (MEMN)</td>
<td></td>
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</tbody>
</table>
LEA utilizes network and other special education program resources to meet locally identified needs.

Monitoring

Further, more specific LEA needs identified

LEAs are connected to

Existing network, other TEA or national resources

If there are no existing resources to fill an identified need

Unmet needs are prioritized

Resources or supports developed by networks or special education team
Student & Family Engagement

SPEDTex

Family Resources

Student, Family, & Community Engagement Network

Ensure families are knowledgeable and able to engage in the educational decisions for their children.
School, Family, and Community Engagement

1. Build the capacity of educators to work collaboratively with families and community members in supporting positive outcomes for students with disabilities

2. Provide resources and technical assistance about special education through the SPEDTex call center and website

3. House or link to resources for parents on the SPEDTex website

SPEDtex.org
School, Family, and Community Engagement

Page views, website users, and contacts for SPEDTex have either surpassed or will surpass totals from last year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Page Views</th>
<th>Website Users</th>
<th>Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>41056</td>
<td>15506</td>
<td>4936</td>
</tr>
<tr>
<td>2019 (Jan. – Sept.)</td>
<td>59341</td>
<td>18188</td>
<td>4515</td>
</tr>
</tbody>
</table>

Page Views: 44.5%
Website Users: 17.2%
New Texas SpEd Website - Preview
Each of the pieces of the strategic plan (the red circles) are clickable.
Each part of the Strategic Plan will have priority initiatives – each of these will be clickable
Each of the priority initiatives will have either a progress or a completed graphic.
TEA Department of Special Education  
Web: www.tea.texas.gov/TexasSped  
Phone: (512) 463-9414