



**The State of the State in Special Education**

TCASE - July 2019

# Agenda

## Updates

86<sup>th</sup> Texas Legislature  
OSEP's Visit

## Strategic Plan Progress

Stakeholder Engagement  
Review and Support  
Statewide PD  
Networks

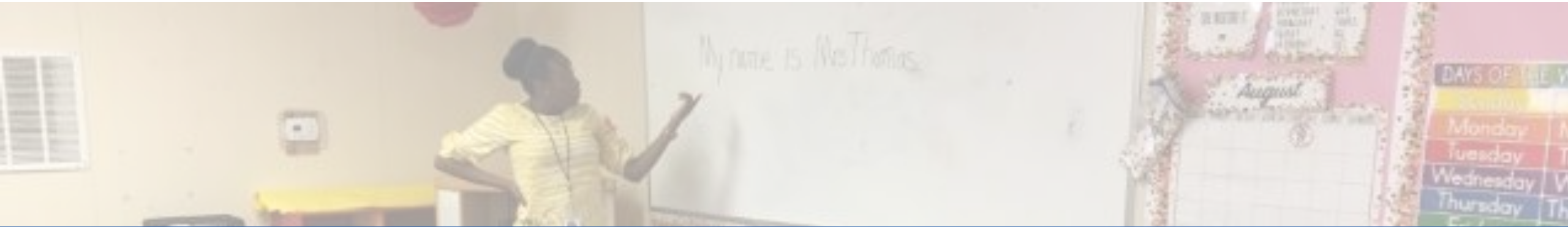


## True North Statement



Together, we are committed to high expectations and strong systems that achieve equitable outcomes for every student with a disability.





# Updates

## 86<sup>th</sup> Texas Legislature



## SB 500

- Appropriates \$50M
- Intended to reimburse LEAs for certain expenditures related to serving and identifying students with disabilities



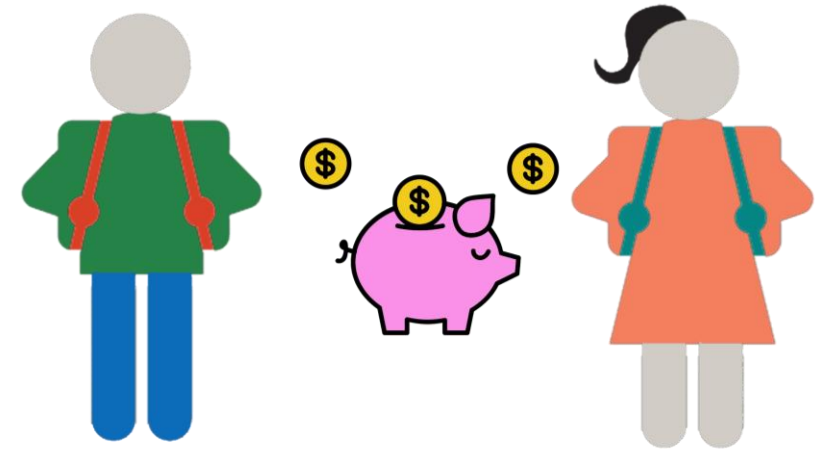
# HB3

- Increases funding for students served by special education in the general ed classroom
- Rewards LEAs with additional funds for graduating students with disabilities who meet CCMR standards
- And much, much more...

**House Bill 3**

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86<sup>th</sup> Texas Legislature





# Updates

## OSEP

## One day with TEA – Major Topics:

Monitoring

&

Technical Assistance





## 4 Days with LEAs

Houston ISD

Spring Branch ISD

Laredo ISD

Comal ISD

Everman ISD

Lubbock ISD



### OSEP consistently asked these questions of LEA staff:

- Is there a perception of a limit on enrollment in special education?
- What barriers do you experience when referring a student for evaluation?
- How are students identified with dyslexia served in Texas public schools?
- Is there a prescribed amount of time that students must spend in intervention programs before being identified?



OSEP indicated that they will provide Texas with a response within 180 days.





# Strategic Plan Progress

# Texas' Strategic Plan to Improve Special Education




**State Monitoring**




**Identification,  
Evaluation, and  
Placement**




**Training, Support,  
and Development**



**Student, Family, and  
Community  
Engagement**



**Networks and  
Structures**



**Strategic Plan Progress**  
Stakeholder Engagement

By establishing strong processes with strategic and timely communications



we will

increase knowledge and understanding of the Special Education Strategic Plan



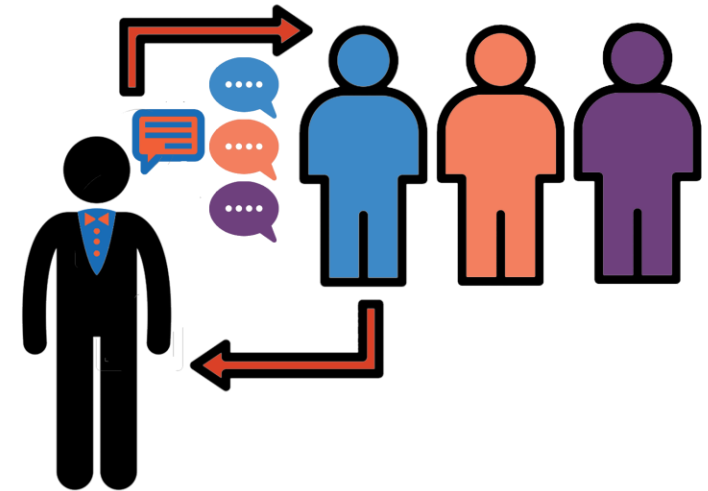
while

increasing buy-in and support from all constituencies.



## Stakeholders requested the following:

- Effective classroom supports
- Technical supports
- Follow-up for improvements
- Positive rewards for best practices
- Identified interventions
- Consistent feedback
- Education Service Center (ESC) support
- Supported guidance for non-compliance





- UT Grant
- Data Base Recruitment Website
- Webinar Series

## Stakeholder Engagement Grant



Portal to sign up, complete surveys, discover news, etc.



Master Calendar

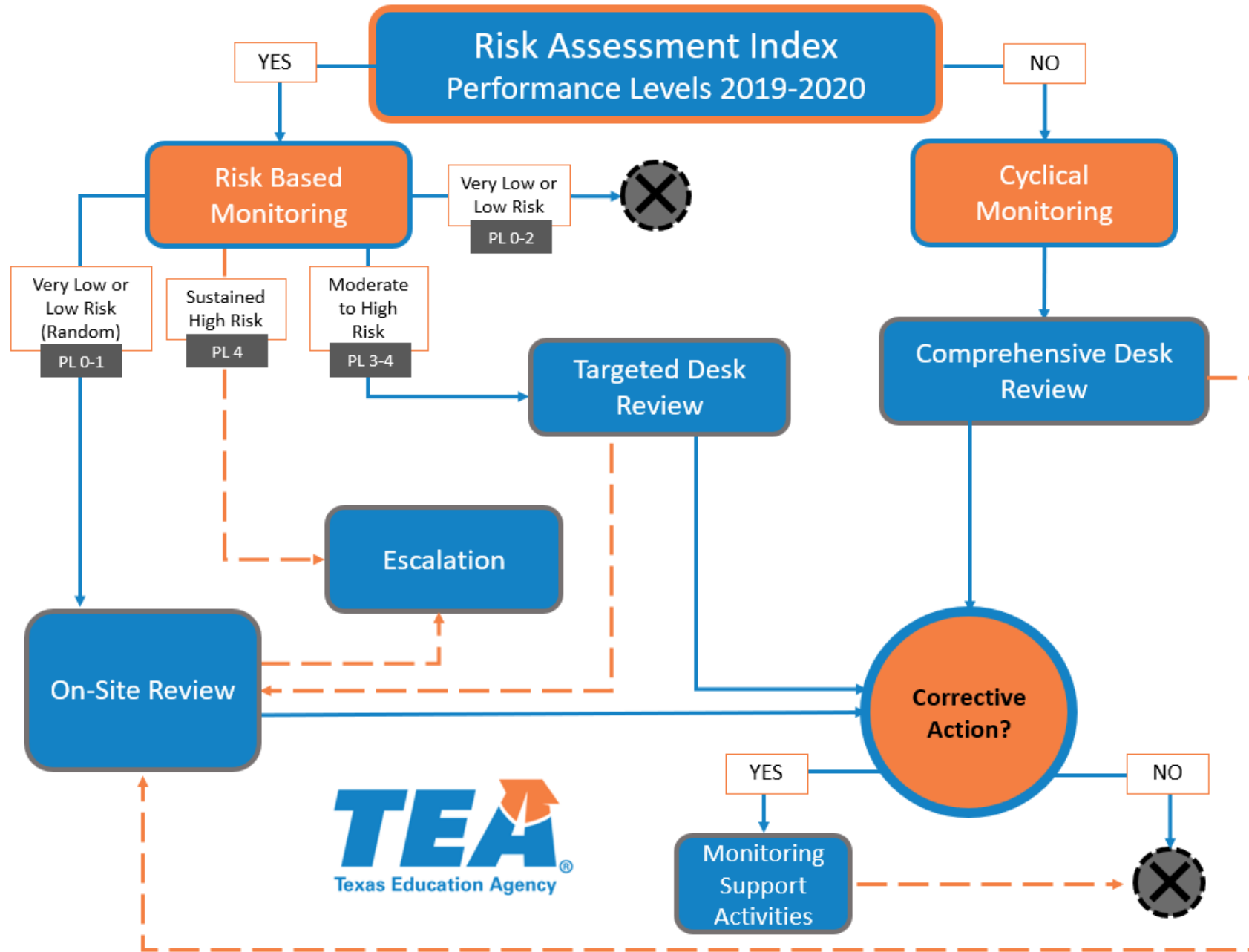


Advisory Committees/Stakeholder Groups in one place

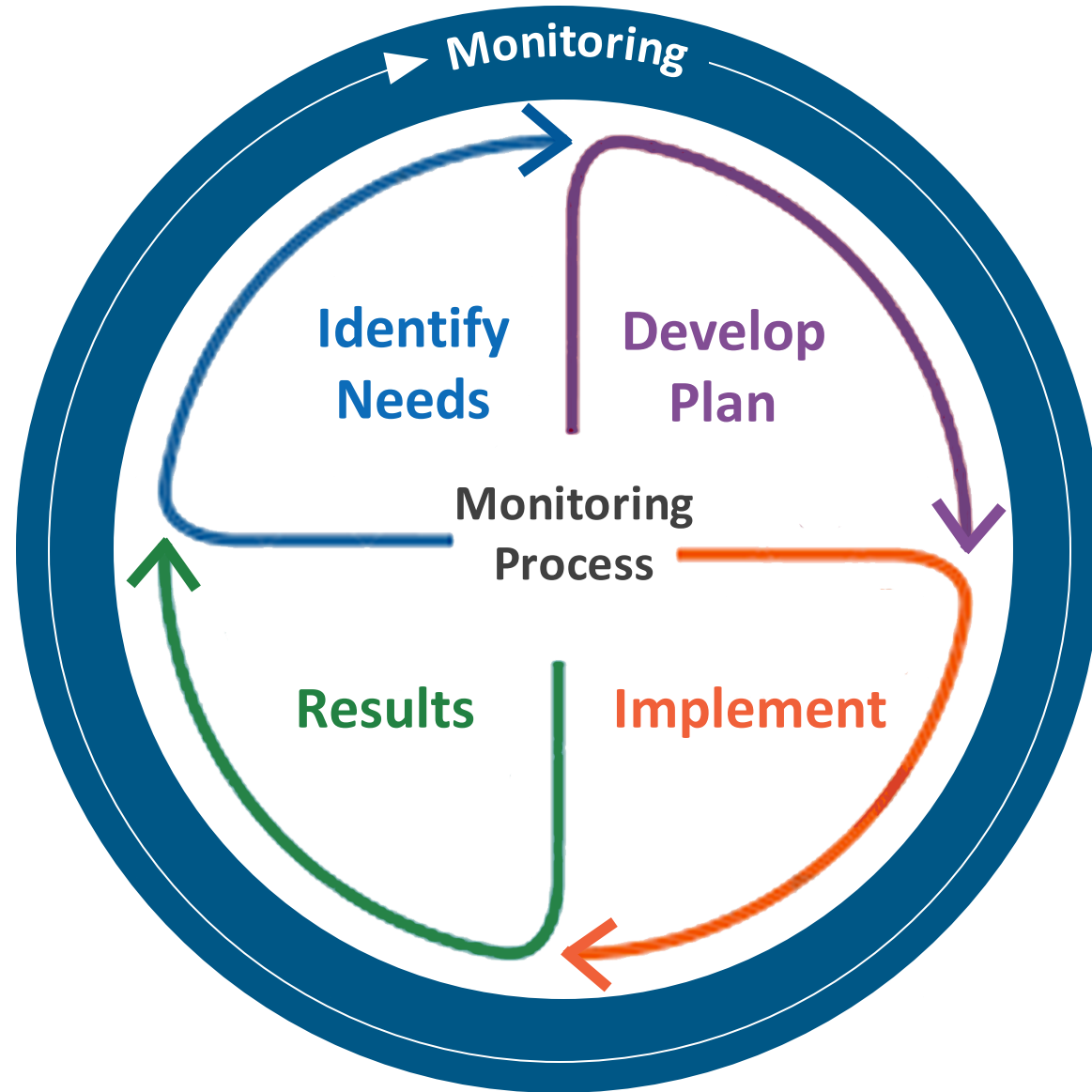


# Strategic Plan Progress

## Review and Support



# Monitoring Pilot





1

Pilot timelines, TEA and LEA activities, review team expectations, interview and communications



2

Self-Assessment overview, calibration on scoring, supporting LEAs



3

Desk-Review protocols, data analysis, inter-rater reliability procedures for review teams



4

On-Site Review protocols, conducting stakeholder interviews



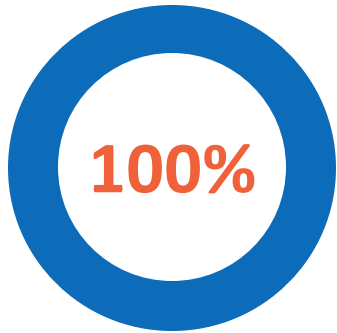
5

Travel requirements, expectations, planning



6

Pilot review begins, Review and Support team engages with LEAs



TEA appeared **organized** and **courteous** during the entrance meetings, and was **respectful** of the classroom environment

“

This is a huge change. They **worked as partners** rather than setting themselves up in a combative position. We would **welcome them back anytime**...in my 25 years working in low SES districts and being through a variety of monitoring visits, this is the first one that felt like a **partnership**.

”

“

The review staff was **extremely courteous**. They helped **to ease any of the fears** we had prior to entering the interview.

”

## Cyclical Monitoring

Performance-Based Monitoring Analysis System (PBMAS)  
Performance Levels and Determinations

0-1	2	3	4
Meets Requirements	Needs Assistance	Needs Intervention	Needs Substantial Intervention

## Risk-Based Monitoring

Performance-Based Monitoring Analysis System (PBMAS)  
Performance Levels and Determinations

0-1	2	3	4
Meets Requirements	Needs Assistance	Needs Intervention	Needs Substantial Intervention



## Special Education Risk Assessment Index

Differentiated Support	Performance Levels
Universal	Meets Requirement (0-1)
Targeted	Needs Assistance (2)
Intensive	Needs Intervention (3)/Needs Substantial Intervention (4)

## Summary

- **Representativeness (including RFs):**  
450 LEAs
- **Categories of non-compliance:** 33
- **Instances of non-compliance:** 2,300
- **Fast fact:** 21% ( $n = 7$ ) of all non-compliance categories makes up 83% ( $n = 1,915$ ) of all instances of non-compliance

## 7 Common Areas of Compliance

Properly Constituted ARD

Evaluation

IEP Content

IEP Development

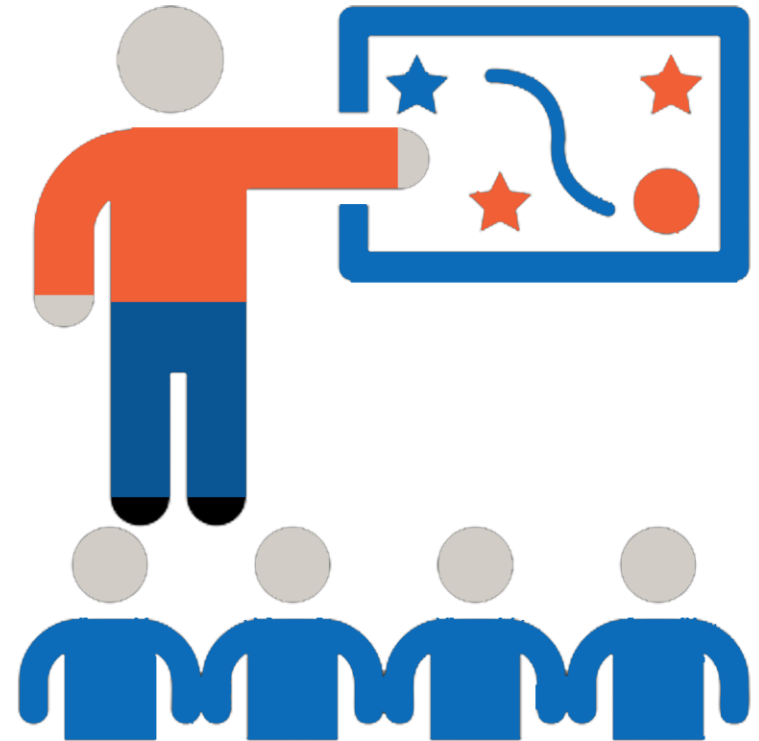
IEP Implementation

State Assessment

Transition



TEA's Division of Review and Support will be discussing the reimagined monitoring system in Wednesday's general session.





# Strategic Plan Progress

## Statewide PD

## LEA Special Education Leadership Training



### Who?

Directors, coordinators, department chairs, etc.



### What and Topics?

Focus on increasing knowledge of effective practices, compliance, common errors, risk factors and includes trouble-shooting/ask the expert elements.

## Pilot – Campus-Based



### Who?

Recruit LEAs for campus-based work  
Board and Executive Leadership (separate sessions)



### What?

2-Year Program  
Opportunity to directly test and explore integrating the reading academies and expanding/differentiating for students with disabilities

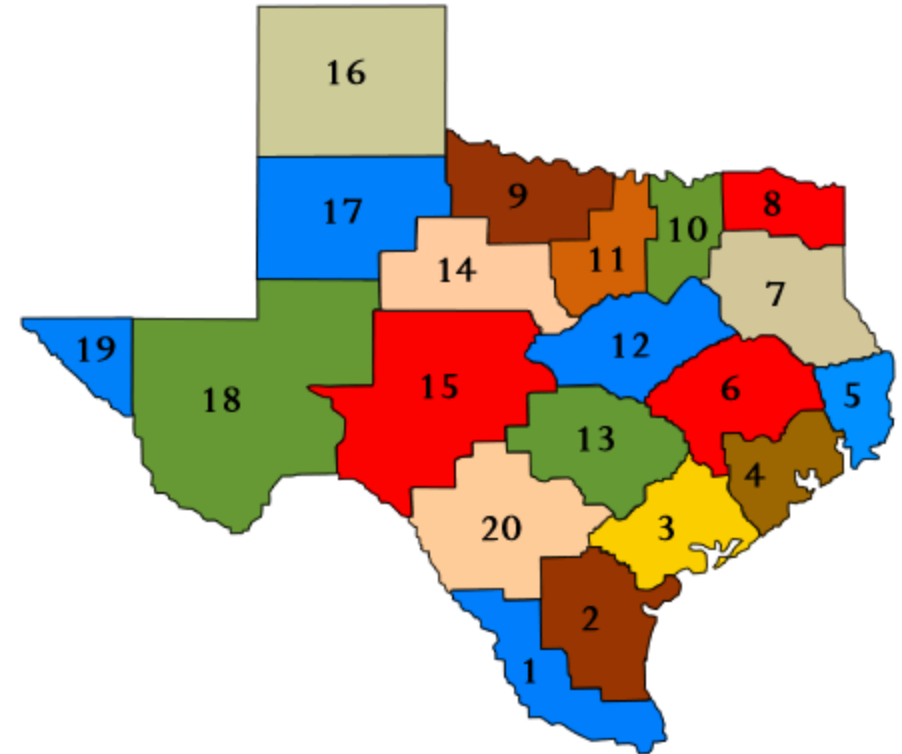


# Strategic Plan Progress

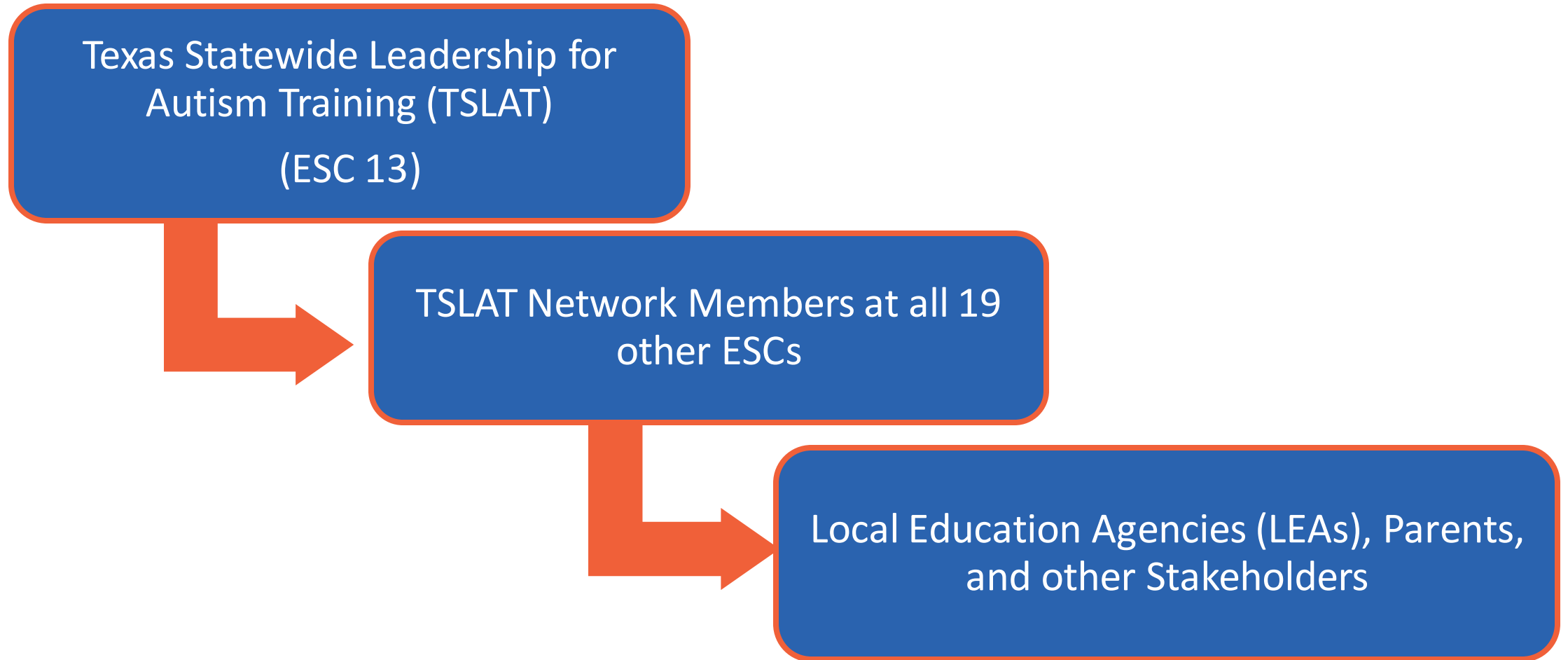
## Networks

## How does a Statewide Leadership Network Work?

- ESC or IHE receives a grant to lead a particular area of technical assistance
- Coordinates a network involving all 20 ESCs to disseminate resources and guidance to LEA's and other stakeholders



# How does a Statewide Leadership Network Work?



**Past 15  
years**

**16 Statewide  
Leadership  
Networks**

**10 New  
Networks**

**Consolidated  
to 10 New  
Networks  
(2019-2020)**

**TEA  
Oversight**

**New Structure and  
Grant Requirements =  
Increased TEA  
Oversight**





# Network Connections to Strategic Plan



Technical Assistance  
Networks



Monitoring



Identification &  
Evaluation



Training, Support  
& Development

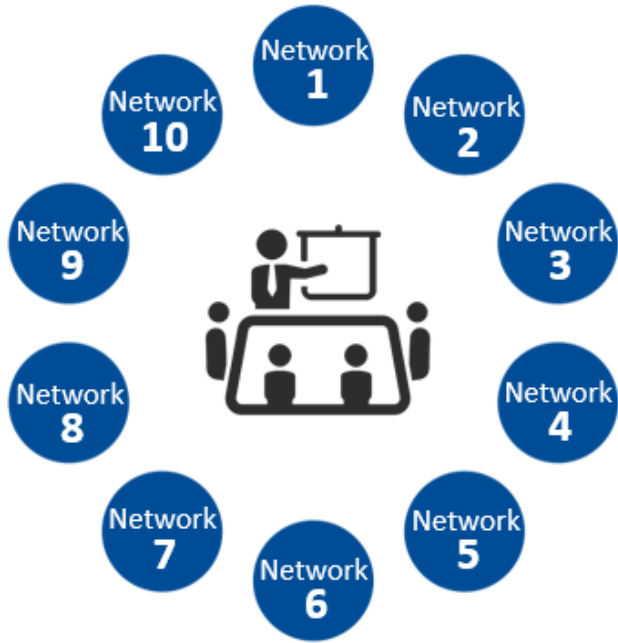


Student & Family  
Engagement

	Monitoring	Identification & Evaluation	Training, Support & Development	Student & Family Engagement
Network 1 - Child Find, Evaluation, and ARD Supports	✓ ✓	✓ ✓	✓ ✓	✓
Network 2 - School, Family and Community Engagement		✓	✓ ✓	✓ ✓
Network 3 - Inclusive Practices	✓		✓ ✓	
Network 4 - Supports for Students with Autism		✓	✓ ✓	✓
Network 5 - Intervention Best Practice	✓	✓ ✓	✓ ✓	
Network 6 - Students with Intensive Needs	✓	✓	✓ ✓	
Network 7 - Students with Sensory Impairments	✓		✓ ✓	✓
Network 8 - Supports for Students Served in Small and Rural LEAs	✓ ✓	✓ ✓	✓ ✓	
Network 9 - Student-Centered Transitions	✓		✓ ✓	✓ ✓
Network 10 - Multiple Exceptionalities and Multiple Needs	✓	✓ ✓	✓ ✓	✓

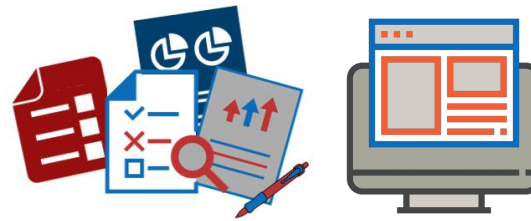
# Network Activities – Through September 2019

July 8<sup>th</sup> and 9<sup>th</sup>



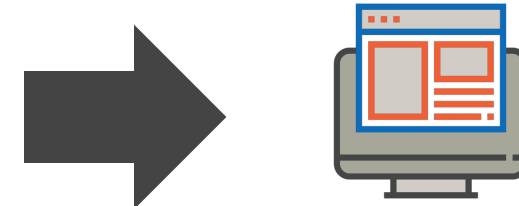
All Network Symposium  
In Austin

July 1<sup>st</sup> – August 31<sup>st</sup>



Updating Materials &  
Building New Websites

By September 30<sup>th</sup>



New Network  
websites go live



**Award:** Region 4 Educational Service Center



**Network Purpose:**

To assist LEAs in developing exemplar child find and ARD practices in the most effective and efficient way possible.

### Major Activities:

- Create self assessment tools for LEAs to identify strengths and weaknesses in their child find practices
- Produce guidance and resources to assist LEAs in reviewing data of students being considered for evaluation
- Provide guidance and resources to assist LEAs in addressing areas of disproportionate representation



### Major Activities (Cont):

- Develop guidance and tools for comprehensive evaluations specifically for the disability conditions of; SLD/dyslexia and SLD/dyscalculia
- Produce guidance and resources to assist LEAs best practice and implementation of ARD facilitators





### **Award:**

Region 11 Educational Service Center and Partners  
Resource Network



### **Network Purpose:**

To assist LEAs in developing exemplar family engagement practices and provide resources to assist parents to engage more meaningfully with the special education process.

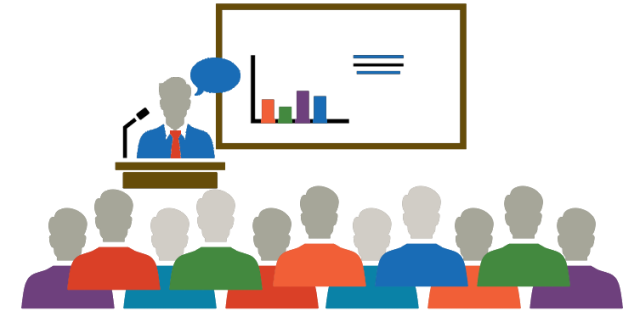
## Major Activities:

- Maintain and enhance the SpEdTex call center and web portal
- Provide a model framework for parent engagement based on TEA's Effective Schools Framework topics
- Redesign the statewide parent survey
- Produce resources to assist in conflict resolution



### Major Activities (Cont):

- Develop and maintain a database of professional development resources focused on building capacity of educators to work collaboratively with families and communities
- Hold focus groups to gather information regarding trends and needs from the perspectives of parents and families







### **Award:**

Region 20 and Region 4 Educational Service Centers



### **Network Purpose:**

To build a statewide culture of high expectations for students with disabilities and significantly improve academic and functional outcomes for students served by special education.

### Major Activities:

- Reading/Literacy Academy Companion TOT
- Resources to support co-teaching to focus on SDI in reading and math
- Resources related to data-based individualization (DBI) aligned with TEKS





### **Award:**

Region 13 Educational Service Center

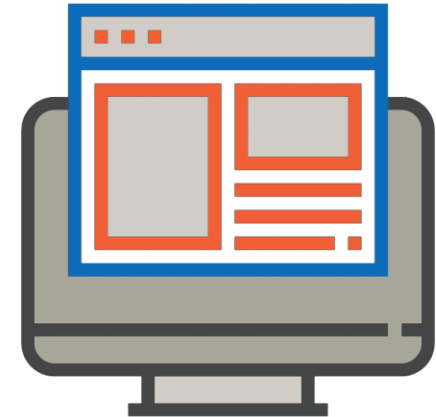


### **Network Purpose:**

Increase LEA's knowledge, understanding, and implementation of evidence-based practices that ensure high expectations are established and the unique academic, functional, and behavioral needs of students with autism are met.

## Major Activities:

- Maintain the 90 free online courses offered on the TSLAT website and incorporate leveling, badging, and micro-credentialing
- Update and modify the current Autism Circuit evidence-based practices program content
- Create and update content on the TSLAT website



## Major Activities (cont.):

- Hold 2020 Texas State Autism Conference
- An external vendor will review the assessment and interventions sections of the TARGET manual and update research tables
- TSLAT will offer four livestreamed workshops targeting general and special education teams, yet relevant to other educators and families impacted by autism





### **Award:**

University of Texas at Austin

### **Network Purpose:**



Design and implement a series of multi-tiered systems of support (MTSS) modules that provide current educators, coaches, leaders, and other school personnel, as well as pre-service educators, with a deep understanding of MTSS and its components.

### Major Activities:

- Face-to-Face and on-demand modules at a trainer-of-trainers institute
- On-demand modules on a project-specific website – access to all educators, coaches and school leaders in Texas as well as stakeholders outside of Texas with interest in improving MTSS knowledge





### **Award:**

Region 3 Educational Service Center



### **Network Purpose:**

Increase capacity of LEAs and families to provide for the complex, intensive educational and functional needs of students with significant cognitive disabilities in order to achieve improved academic and functional outcomes.



## Major Activities:

- Create a new website to house all materials and include a learner management system (LMS) to provide easy access to online training
- Create new resources to support teachers of our most vulnerable students
- Creation of PLC for last year's participants of the Making Waves Institute to provide continued support, PD, and team building
- Host second annual Making Waves Institute





### **Award:**

Region 11 Educational Service Center



### **Network Purpose:**

Providing support to infants, toddlers, students, and youth who are blind/visually impaired, deaf/hard of hearing, or DeafBlind, their families, and professionals who serve them.

### Major Activities:

- Non-Traditional Deaf Ed Certification Program
- Develop and deliver training for teachers of students who are deaf/blind
- Partner with SFA to support TVI internships
- Support for itinerant TDHH





## Award:

Region 15 Educational Service Center

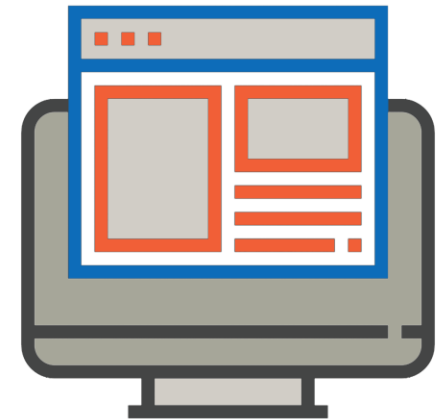
## Network Purpose:

To create a network of collaborative partnerships, resources, and professional development in innovative ways to ensure a more equitable level of service to students with disabilities in small and rural LEAs as compared to students in larger LEAs.



## Major Activities:

- Development of online learning experiences and resources for small/rural schools to access via Learning Management System
- University pilot for master's program for evaluation staff
- Speech teletherapy pilot



## Major Activities (cont.):

- Conduct data analysis to identify data trends in small/rural schools related to various areas in special education
- Build a database of secondary transition best practices for small/rural schools resources to highlight best practices, transportation options, etc. across the state
- Hold four small schools connections conferences throughout the state





### Award:

Sam Houston State University



### Network Purpose:

To build collaborative infrastructures among students, families, schools, districts, and communities to equip all students with disabilities to be actively involved in planning, communicating, and evaluating progress to meet their transition goals from early childhood through high school graduation and post-secondary readiness.

### Major Activities:

- Create regional student advisory committees to provide feedback on activities and input regarding regional and state needs
- Create a new Texas Transition website
- Bundled trainings and materials to build capacity across the primary group of stakeholders
- SPP Indicator 14 Reset – work with NTACT to identify existing data, determine gaps, etc.







## Award:

Region 1 Educational Service Center



## Network Purpose:

To build capacity by developing training and resources specific to identification and programming for students with multiple exceptionalities and multiple needs (MEMN).

## Major Activities:

- Develop and deliver training on the following:
  - Effectively evaluating and serving ELs and students identified with giftedness
  - ARD/LPAC alignment processes
  - Writing effective IEPs for students with MEMN

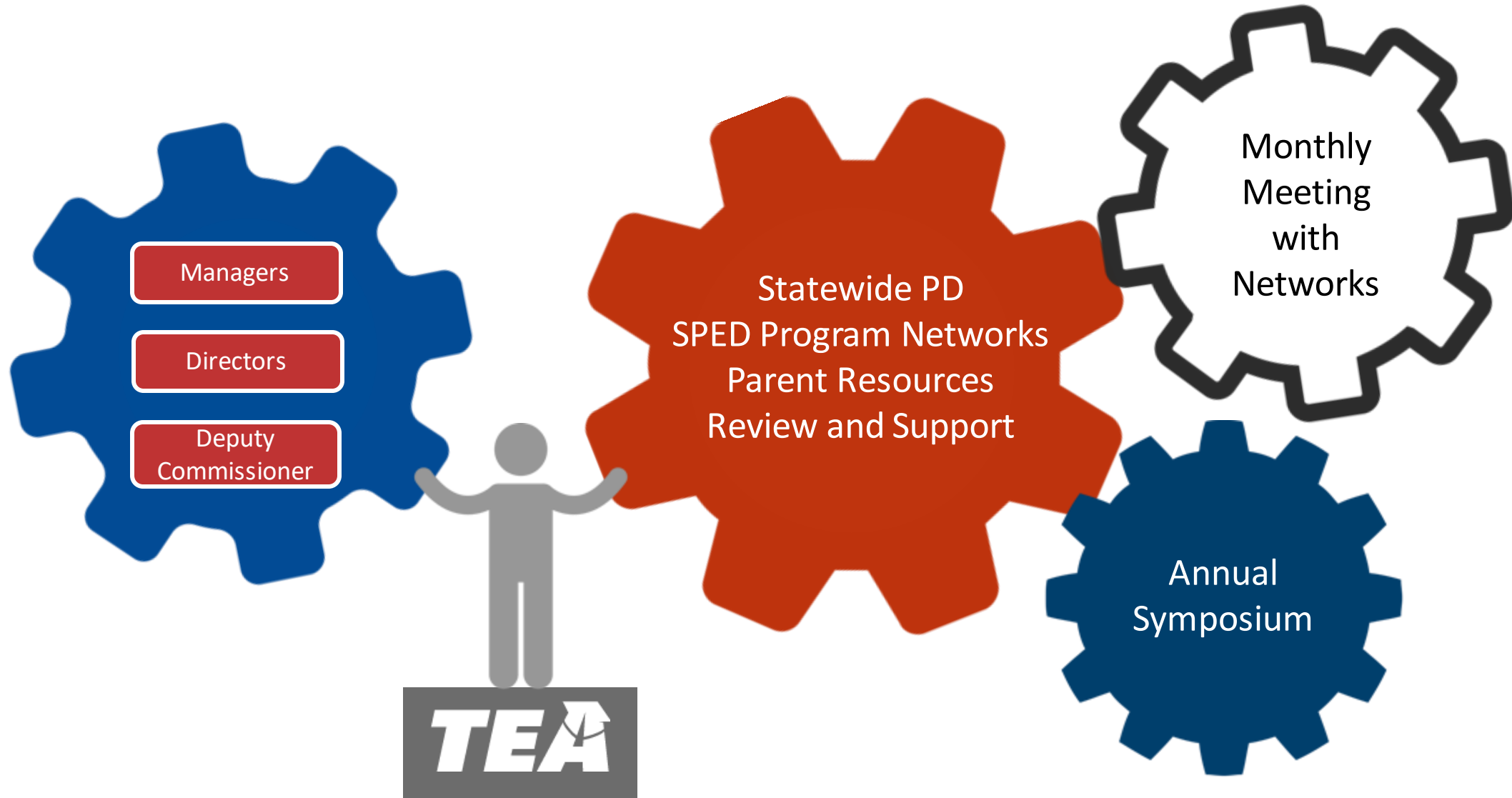


### Major Activities (cont):

- Create guidance and resources for schools and families on addressing the needs of targeted students
- Create resources to enable targeted students to access high-level rigorous coursework



# Maintaining Alignment to Strategic Plan





**Thank You!**

