Agenda

Updates

86th 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

86th 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…
OSEP’s Visit – Week of May 6, 2019

One day with TEA –
Major Topics:

- Monitoring
- Technical Assistance
OSEP’s Visit – Week of May 6, 2019

4 Days with LEAs

- Houston ISD
- Spring Branch ISD
- Laredo ISD
- Comal ISD
- Everman ISD
- Lubbock ISD
Reflections from the Week

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
Stakeholder Engagement

- 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
Risk Assessment Index Performance Levels 2019-2020

Risk Based Monitoring

- Very Low or Low Risk (Random) PL 0-1
- Sustained High Risk PL 4
- Moderate to High Risk PL 3-4

Targeted Desk Review

Cyclical Monitoring

Comprehensive Desk Review

On-Site Review

Escalation

Corrective Action?

Monitoring Support Activities

YES

NO
Monitoring Pilot

- **Identify Needs**
- **Develop Plan**
- **Monitoring Process**
- **Results**
- **Implement**
Pilot Implementation

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
Post Pilot Feedback

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.

TEA appeared organized and courteous during the entrance meetings, and was respectful of the classroom environment.
### Risk Assessment Index

#### Cyclical Monitoring

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

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<tr>
<th>0-1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Meets Requirements</td>
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<td>Needs Substantial Intervention</td>
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#### Risk-Based Monitoring

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

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### Special Education Risk Assessment Index

**Differentiated Support**

<table>
<thead>
<tr>
<th>Universal</th>
<th>Meets Requirement (0-1)</th>
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<tbody>
<tr>
<td>Targeted</td>
<td>Needs Assistance (2)</td>
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<tr>
<td>Intensive</td>
<td>Needs Intervention (3)/Needs Substantial Intervention (4)</td>
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Focus Areas of Compliance to Monitor

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

<table>
<thead>
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<th>Properly Constituted ARD</th>
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<td>IEP Content</td>
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<td>IEP Implementation</td>
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<td>State Assessment</td>
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<td>Transition</td>
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Shameless Plug for Review and Support Session

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.
Statewide PD

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?

Texas Statewide Leadership for Autism Training (TSLAT) (ESC 13)

TSLAT Network Members at all 19 other ESCs

Local Education Agencies (LEAs), Parents, and other Stakeholders
Networks

Past 15 years

16 Statewide Leadership Networks

 Consolidated to 10 New Networks (2019-2020)

10 New Networks

New Structure and Grant Requirements = Increased TEA Oversight

TEA Oversight
### Network Connections to Strategic Plan

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<th>Technical Assistance Networks</th>
<th>Monitoring</th>
<th>Identification &amp; Evaluation</th>
<th>Training, Support &amp; Development</th>
<th>Student &amp; Family Engagement</th>
</tr>
</thead>
<tbody>
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<td>Network 1 - Child Find, Evaluation, and ARD Supports</td>
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<td>Network 2 - School, Family and Community Engagement</td>
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<td>Network 3 - Inclusive Practices</td>
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<td>Network 5 - Intervention Best Practice</td>
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<td>Network 6 - Students with Intensive Needs</td>
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<td>Network 7 - Students with Sensory Impairments</td>
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<td>Network 8 - Supports for Students Served in Small and Rural LEAs</td>
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<td>Network 9 - Student-Centered Transitions</td>
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<td>Network 10 - Multiple Exceptionalities and Multiple Needs</td>
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Network Activities – Through September 2019

July 8th and 9th

All Network Symposium In Austin

July 1st – August 31st

Updating Materials & Building New Websites

By September 30th

New Network websites go live
Network 1 – Child Find and ARD Supports

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.
Network 1 – Child Find and ARD Supports

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
Network 1 – Child Find and ARD Supports

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
Network 2 – School, Family, Community Engagement

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.
Network 2 - School, Family, Community Engagement

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
Network 3 – Inclusive Services and Practices for Improved Student Outcomes

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.
Network 3 – Inclusive Services and Practices for Improved Student Outcomes

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
Network 4 – Texas Statewide Leadership for Autism Training

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.
Network 4 – Texas Statewide Leadership for Autism Training

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
Network 5 – Intervention Best Practices

**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.
Network 5 – Intervention Best Practices

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
Network 6 – Texas Complex Access Network (CAN)

**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.
Network 6 – Texas Complex Access Network (CAN)

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
Network 7 – Texas Sensory Support

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.
Network 7 – Texas Sensory Support

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
Network 8 – Supports for Students Served in Small and Rural LEAs

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.
Network 8 – Supports for Students Served in Small and Rural 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
Network 9 – Student-Centered Transitions

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.
Network 9 – Student-Centered Transitions

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.
Network 10 – Multiple Exceptionalities and Multiple Needs

**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).
Network 10 – Multiple Exceptionalities and Multiple Needs

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
Network 10 – Multiple Exceptionalities and Multiple Needs

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

Statewide PD
SPED Program Networks
Parent Resources
Review and Support

Monthly Meeting with Networks

Annual Symposium

Managers
Directors
Deputy Commissioner
Thank You!