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

State Funding

- 2017-2018: $3,133,011,368
- 2018-2019: $3,388,659,750
- 2019-2020: $3,845,982,190

Federal Funding

- 2017-2018: $2,221,825,472
- 2018-2019: $2,449,521,047
- 2019-2020: $2,903,009,940
Each year the number of students evaluated under IDEA has risen.

Since 2007, there has been a **126.8% increase** in the number of evaluations.
The number of special education students has been on the rise since 2013.

Since 2013, Texas has seen 33.94% growth in the number of special education students.

The number of special education students in Texas continues to show growth.

- 2016-17: 477,281
- 2017-18: 498,320
- 2018-19: 531,991
- 2019-20: 588,829

112K Student Increase

Each student represents approx. 25,000 students.
Texas has the shown the greatest percent increase in total special education students since 2015 compared to the top 5 states with the largest number of special education students and compared to the national percentage.

<table>
<thead>
<tr>
<th>State</th>
<th>Total Students 2015-16 to 2017-18 SY</th>
<th>Percent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>6,964,424</td>
<td>4.3%</td>
</tr>
<tr>
<td>New York</td>
<td>533,221</td>
<td>4.5%</td>
</tr>
<tr>
<td>Florida</td>
<td>389,626</td>
<td>4.6%</td>
</tr>
<tr>
<td>California</td>
<td>767,562</td>
<td>5.5%</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>320,817</td>
<td>5.6%</td>
</tr>
<tr>
<td>Texas</td>
<td>498,588</td>
<td>7.6%</td>
</tr>
</tbody>
</table>
Almost one-third of students with disabilities are students with a specific learning disability.

<table>
<thead>
<tr>
<th>Disability</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Learning Disability</td>
<td>183,181</td>
<td>31.1%</td>
</tr>
<tr>
<td>Speech/Language Impairment</td>
<td>117,234</td>
<td>19.9%</td>
</tr>
<tr>
<td>Autism</td>
<td>83,238</td>
<td>14.2%</td>
</tr>
<tr>
<td>Other Health Impairment</td>
<td>82,239</td>
<td>14.0%</td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>62,968</td>
<td>10.7%</td>
</tr>
<tr>
<td>Emotional Disturbance</td>
<td>36,113</td>
<td>6.1%</td>
</tr>
<tr>
<td>Multiple Disability</td>
<td>8,222</td>
<td>&lt; 2%</td>
</tr>
<tr>
<td>Deaf/Hard of Hearing</td>
<td>7,178</td>
<td>&lt; 2%</td>
</tr>
<tr>
<td>Blind/Visual Impairment</td>
<td>3,434</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>3,123</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>1,170</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>Deaf/Blind</td>
<td>217</td>
<td></td>
</tr>
</tbody>
</table>
Planning for 20-21
Special Education Considerations for 2020-2021 School Year

- TEA is working with stakeholders to produce guidance tailored for the unique situations presented by the 2020-2021 school year.

- Evaluation and annual ARD timelines will remain in place.
Special Education Considerations for 20-21 School Year

- FAPE is constant
  - FAPE is **NOT** dynamic based upon circumstance.
  - LEAs must work with families to overcome challenges associated with periods of at-home learning that impact the provision of FAPE.
  - Instances where LEAs are not able to provide FAPE should be carefully documented so that compensatory services can be provided later.
  - Communication with families is of the utmost priority.
Teletherapy Pricing Agreements

- TEA has secured a statewide pricing agreement with AmplioSpeech
  - Includes options for providing therapists if the LEA has that need.
- TEA is exploring options for similar statewide agreements for occupational and physical therapy, as well as mental health therapy.
Dyslexia Intervention

- TEA conducted a competitive bidding process and is in negotiations with a vendor to provide dyslexia therapy in a flexible virtual environment.
- The platform will allow dyslexia therapy to take place in face to face environments and move seamlessly to virtual environments as needed.
Dyslexia Intervention

- The platform will:
  - House a comprehensive curriculum that meets state requirements
  - Allow for real time progress monitoring and reporting
  - Be available in English and Spanish
- While much of the cost is being assumed by TEA, there will be a per student cost for the LEA.
Informational Videos for Families

- Stakeholders have indicated a need for additional accessible information to support families with challenges associated specifically with impacts from the COVID-19 pandemic.
- TEA conducted a competitive bidding process and is in negotiations with a vendor to produce three brief informational videos.
Informational Videos for Families

Videos will be released in early 20-21 on topics identified by stakeholders:

- At-Home Learning for Students with Disabilities
- ARD Processes in the Virtual Environment
- Filing a State Special Education Complaint
Significant Disproportionality
Ethnicities of students with disabilities compared to all students in Texas.

State Special Education

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Hispanic</th>
<th>White</th>
<th>Black or Af.Am.</th>
<th>Asian</th>
<th>Two or more races</th>
<th>Am. Ind. Or AK Nat.</th>
<th>Nat. HI/Ot. Pac.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>52.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>27.0%</td>
<td>27.9%</td>
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</tr>
<tr>
<td>Black or Af.Am.</td>
<td>12.6%</td>
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<tr>
<td>Asian</td>
<td>4.6%</td>
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<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td>2.6%</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Am. Ind. Or AK Nat.</td>
<td>2.5%</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nat. HI/Ot. Pac.</td>
<td>0.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>51.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>27.9%</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Black or Af.Am.</td>
<td>15.1%</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>2.4%</td>
<td></td>
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<td></td>
</tr>
<tr>
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<td>Am. Ind. Or AK Nat.</td>
<td>0.4%</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Nat. HI/Ot. Pac.</td>
<td>0.1%</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

TEA | TCASE Interactive 2020
Learning Disabilities

- Hispanic: 58.5%
- White: 22.4%
- Black or African Am.: 15.6%
- Asian: 4.6%

State % for ethnicity group:
- Hispanic: 52.8%
- White: 27%
- Black or African Am.: 12.6%
- Asian: 0.9%
Speech Impairment

- Hispanic: 52.8%
- White: 32.2%
- Black or African Am.: 12.6%
- Asian: 4.6%

State % for ethnicity group

TEA | TCASE Interactive 2020
Other Health Impairment

Hispanic: 45.1%
White: 33.2%
Black or African Am.: 16.9%
Asian: 4.1%

State % for ethnicity group: 52.8%
Intellectual Disability

State % for ethnicity group

Hispanic: 52.8% - 54.9%
White: 19.5%
Black or African Am.: 21.0%
Asian: 2.0%
Emotionally Disturbed

- Hispanic: 37.9%
- White: 36.8%
- Black or African Am.: 20.2%
- Asian: 0.9%

State % for ethnicity group

- Hispanic: 52.8%
- White: 27%
- Black or African Am.: 12.6%
- Asian: 4.6%
A competitive grants process is currently underway. The grant will fund a project to provide technical assistance to LEAs to help them address any areas of significant disproportionality.

**Technical assistance will include:**

- Needs assessment and root cause analysis
- Planning support
- Professional development
- Ongoing change management support
Significant Disproportionality

- Supports will be provided to LEAs on a sliding fee scale commensurate with SD identification level.
- LEAs identified as SD 3+ will pay the highest fees.
- This is intended to encourage addressing these issues at the earliest possible opportunity.
Significant Disproportionality

- Depending upon grant timeline, services to LEAs could be available as early as spring 2021.
Strategic Plan for Special Education
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.
Cycle 3-6 will be posted on R&S website

Targeted Reviews begin for Spring Postponements*

Policy Reviews (from Legal Framework Uploads) for Cycle 2

Cycle 2 Group 3 Monitoring begins

Notices for Cyclical and Targeted Monitoring sent to LEAs

Cycle 2 Group 1 Monitoring begins (Cycle 1 Group 3 included)

Cycle 2 Group 2 Monitoring begins

Self-Assessment window opens

*LEAs that are cycle 2 and were previously to be monitored for targeted in spring will be monitored in cyclical comprehensive rather than targeted. An LEA can only be monitored in 1 pathway each school year.
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

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

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

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

SPEDtex.org
Since June 2017 there has been an increase in PAGE VIEWS of 516%.

From 2018 to 2019 PAGE VIEWS have more than DOUBLED.

Since June 2017 there has been an increase in USERS of 379%.
From 2018 to 2019

PAGE VIEWS have more than DOUBLED

Since June 2017 there has been an increase in USERS of 74%

<table>
<thead>
<tr>
<th>Year</th>
<th>PAGE VIEWS</th>
<th>USERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>41,056</td>
<td>14,158</td>
</tr>
<tr>
<td>2019</td>
<td>85,072</td>
<td>24,567</td>
</tr>
</tbody>
</table>
School, Family, and Community Engagement
SPEDTex.org

SPEDTex Support for Stakeholders:
- Phone Support
- Chat Support

SPEDTex Portal for Stakeholders:
- Personalized Profile
- Calendar of All Stakeholder Events
- Mini Trainings
- Resources
- Information on Focus Groups and Committees

SPEDTex Support for Stakeholders:
- Chat Support
- Phone Support
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.
Based on needs from the field related to COVID-19, the sped leadership PD pilot and other projects were paused.

Continuing to support development of Reading Academies and opportunities to expand content to support SWD.

From stakeholder feedback, a series of webinars for special education leaders and educators will be released this summer (August 2020).

Professional Development

Reading Academies

Special Education Leadership

Progress Monitoring
ARD Contingency Plans
Compensatory Education
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
How Does a Network Work?

Network Grantee

Network Website

Network Members at every ESC

LEAs, Parents, and Other Stakeholders

Vision, Strategy Development, and Content Creation and Approval
Technical Assistance Networks

- Child Find, Evaluation, ARD Supports
- Inclusion in Texas
- Texas Statewide Leadership for Autism Training (TSLAT)
- Tiered Interventions using Evidence-based Research (TIER)
- Texas Complex Access Network (Texas CAN)
- Texas Sensory Support Network (TxSSN)
- Small and Rural Schools Network (SRSN)
- Student-Centered Transitions Network (SCTN)
- Multiple Exceptionalities and Multiple Needs (MEMN)
TEA Department of Special Education Programs

sped@tea.texas.gov

www.TEA.Texas.gov/texasssped