

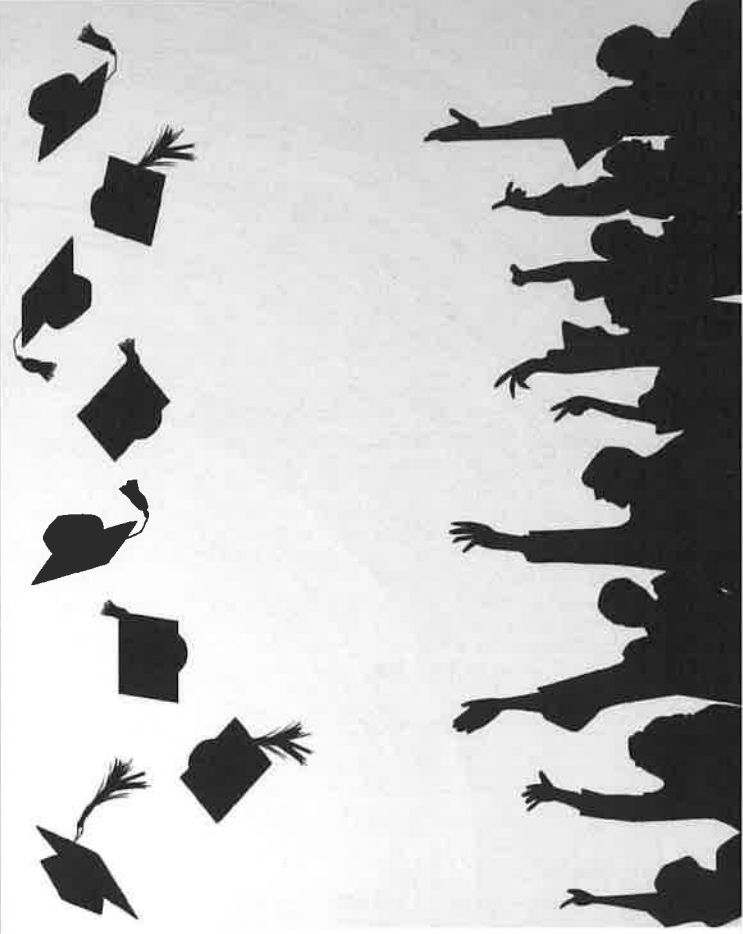
Special Education Directors' Meeting

AGENDA

September 19, 2019
9:00am – 12:00pm
Region One ESC

- Welcome
- Texas Workforce Commission
- Legal Update
- SB 213 – Individual Graduation Committee
- HB 165 – Endorsement Changes for SPED
- SB 500 - \$61 Million and \$50 Million
- SB 281 - AI to DHH
- PPCD to Early Childhood Special Education
- SPPI 14/ RF Tracker Update
- Monitoring Update
 - Policy Review – Legal Framework
 - Self-Assessment
 - Desk Top Folder Review
 - Stakeholder Interviews
- Operating Procedures
- Miscellaneous
- Adjournment
- Program Staff
 1. Early Childhood – *Juanita Lovejoy*
 2. Parental Involvement – *Elizabeth Alvarez*
 3. Behavior Management – *Claudia Garcia*
 4. Low Incidence Disabilities – *Graciela Avalos*
 5. Assessment – *Rosario Nava*
 6. Assistive Technology – *Vanesa Villagran*
 7. Autism – *Dr. Terri McGinnis*
 8. RtI - MTSS/Disproportionate Representation in SPED/
Equity in Education – *Dr. Jannette Reyes*
 9. Progress in the General Curriculum – *Diana Saenz*
 10. Visual Impairments – *Twinkle Morgan*
 11. Transition – *Noelia Perez*
 12. ESC Liaison – *Dr. Carol Campos*
 13. Laredo Extension Office – *Angie Hinojosa*
 14. Coordinator – *Brenda De La Garza*

Participation and Assessment Requirements for Graduation



Region One ESC- Special Education Program

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Texas Graduation State Assessment Requirements

STUDENTS ENROLLED IN THE 11TH OR 12TH GRADE DURING THE
2014-2015, 2015-2016, 2016-2017, 2017-2018, or 2018-2019

Region One Education Service Center
Office of School Improvement, Accountability and Compliance.



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Alternative Methods of Graduation



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SB 213- Section 1

- Extends SB 149/SB 463 until September 1, 2023
- Addresses changes to:
 - TEC 28.0258 High School Diploma Awarded on Basis of Individual Graduation Committee (IGC) Review
 - TAC 101.3022 Participation and Assessment Requirements for Graduation



Special Considerations

Eligible English Language Learners

- An ELL student who is exempt from passing English I is eligible for IGC review if the student attempts all other EOCs but fails to achieve a satisfactory score on one additional test.

3 Year Graduates

- A student may not qualify to graduate based on the IGC determination before the student's 12th grade year.
- A student must satisfactorily complete the credit requirements for graduation, must be classified as a 12th grade student, must have taken all required EOC assessments and must have been provided an opportunity to retake EOC assessments.

Transfer Students

- A transfer student is eligible to graduate based on IGC determination, if the student has failed not more than two of the assessments the student has taken.



TEC 28.0258

Special Considerations

Student Receiving Special Education Services

- The ARD decision makes the determination.
- IGC would not be necessary if the ARD determines that the student is not required to achieve satisfactory performance on the EOC assessments.

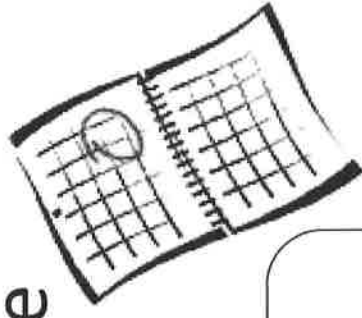
Students Receiving Special Education Services

- Students who satisfactorily complete the requirements for graduation under the FHSP as well as the additional credit requirements in mathematics, science, and elective courses with or without modified curriculum; satisfactorily completed the courses required for an endorsement without any modified curriculum and the student achieved satisfactory performance on at least three EOC assessments, the student may be awarded a FHSP program diploma with endorsement. (TEC 28.025 c-1)

TEC 28.0258



Individual Graduation Committee Timeline



May not establish a IGC
after June 1st
or
before the start of the
next school year.

If the IGC makes a
decision to award a
diploma, it must be
before August 31 in the
year in which the
student meets the
requirements.



TAC 74.1025

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SB 149 FAQ*

SB 149 - Individual Graduation Committees Frequently Asked Questions

1. Are all students eligible to request an Individual Graduation Committee review?
Only students who are currently in grades 11 or 12 during the 2014-15, 2015-16, or 2016-17 school year are eligible to request an Individual Graduation Committee review. The review process is available to students who are currently in grades 11 or 12 during the 2014-15, 2015-16, or 2016-17 school year. Students who are currently in grades 9 or 10 are not eligible for an Individual Graduation Committee review. For more information, see the Texas Education Agency's website at http://tea.texas.gov/graduation/individual_graduation_committee_review.
2. Are students who are currently in grades 11 or 12 eligible to request an Individual Graduation Committee review?
Yes, students who are currently in grades 11 or 12 are eligible to request an Individual Graduation Committee review. For more information, see the Texas Education Agency's website at http://tea.texas.gov/graduation/individual_graduation_committee_review.
3. Are students who are currently in grades 9 or 10 eligible to request an Individual Graduation Committee review?
No, students who are currently in grades 9 or 10 are not eligible to request an Individual Graduation Committee review. For more information, see the Texas Education Agency's website at http://tea.texas.gov/graduation/individual_graduation_committee_review.
4. Are students who are currently in grades 11 or 12 eligible to request an Individual Graduation Committee review if they are currently in a remedial course?
Yes, students who are currently in grades 11 or 12 are eligible to request an Individual Graduation Committee review, even if they are currently in a remedial course. For more information, see the Texas Education Agency's website at http://tea.texas.gov/graduation/individual_graduation_committee_review.
5. Are students who are currently in grades 11 or 12 eligible to request an Individual Graduation Committee review if they are currently in a course that is not required for graduation?
Yes, students who are currently in grades 11 or 12 are eligible to request an Individual Graduation Committee review, even if they are currently in a course that is not required for graduation. For more information, see the Texas Education Agency's website at http://tea.texas.gov/graduation/individual_graduation_committee_review.
6. Are students who are currently in grades 11 or 12 eligible to request an Individual Graduation Committee review if they are currently in a course that is not required for graduation and they are currently in a remedial course?
Yes, students who are currently in grades 11 or 12 are eligible to request an Individual Graduation Committee review, even if they are currently in a course that is not required for graduation and they are currently in a remedial course. For more information, see the Texas Education Agency's website at http://tea.texas.gov/graduation/individual_graduation_committee_review.

*Guidance remains the same.

TEA Frequently Asked Questions





Diplomas for Certain Individuals Who Entered Grade 9 Before 2011-2012 School Year



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Diplomas for Certain Individuals Who Entered Grade 9 Before 2011-2012 School Year

Effective beginning with the 2017-2018 school year a school district or an open-enrollment charter school may award a high school diploma to an individual who:

- entered Grade 9 before the 2011-2012 school year;
- successfully completed the curriculum requirements for high school graduation applicable to the individual when the individual entered Grade 9;
- has not performed satisfactorily on an assessment instrument or a part of an assessment instrument required for high school graduation, including an alternate assessment instrument offered under TEC, §39.025(c-1);
- has been administered at least three times the required subject-areas test(s) for which the individual has not performed satisfactorily on the exit-level assessment instrument applicable to the individual when the individual entered Grade 9; and
- meets the alternative requirements for graduation established by the school district or open enrollment charter school in accordance with subsection (c) of this section



Checklist- the student

- entered Grade 9 before the 2011-2012 school year
- successfully completed the curriculum requirements for high school graduation applicable to the individual when the individual entered Grade 9
- has not performed satisfactorily on one of assessment instruments or a part of an assessment instrument required for high school graduation
- has been administered the assessment **and** at least three times

(see next slide)



Meets the alternative requirements for graduation established by the school district or open enrollment charter school in accordance with subsection (c) of this section

One of
the
following

- has met the performance standard on an alternate assessment as specified in §101.4003 of this title (relating to Texas Assessment of Knowledge and Skills Exit-Level Alternate Assessments);
- has performed satisfactorily on the applicable subject-area test of a state-approved high school equivalency examination in accordance with §89.43(a)(4) of this title (relating to Eligibility for a Texas Certificate of High School Equivalency); (*SEE NEXT SLIDE*)
- provides evidence of attainment of an industry-recognized postsecondary license or certification that is included on a Texas Education Agency-approved list of licensures and certifications;
- provides evidence of current active duty service in the armed forces or a DD Form 214 indicating honorable or general discharge from the armed forces; or
- has successfully completed college-level coursework.



Alternate Assessment Standards Figure: 19 TAC 101.4003(a)

Alternate Assessments Standards

Alternate Assessment	TAKS Exit-Level Mathematics		TAKS Exit-Level English Language Arts		TAKS Exit-Level Science		TAKS Exit-Level Social Studies	
	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score
SAT — Administered March 2016 and After	Mathematics	360	Evidence-Based Reading and Writing	360				
SAT* — Administered January 2016 and Before	Mathematics	461	Critical Reading Writing	472 472				
ACT† — Administered September 2015 and After	Mathematics	15	Reading English	13 10	Science	14		
ACT† — Administered June 2015 and Before	Mathematics	19.5	Reading Combined English and Writing	17.7 17.7	Science	14		
TSI**	Mathematics	336	Reading Objective Writing and Sentence Skills Writing	342 350 4				
STAAR	Algebra I	3266	English II combined‡ • English II (reading only)** • English II (writing only)**	2970 9†† 9††	Biology	3269	U.S. History	3159

*To use SAT Critical Reading and Writing assessments, a student must meet the score requirements for both components.

†To use ACT Reading and English assessments or Reading and Combined English and Writing assessments, a student must meet the score requirements for both components.

**To use TSI English language arts assessments, a student must meet the score requirements for all three components.

‡To use STAAR English II combined, a student must be a former TAKS or TAAS examinee who has not passed the ELA or both the reading and writing components, respectively.

***To use only the reading or writing component of STAAR English II combined, a student must be a former examinee who has not passed one of these components.

††Because scale scores do not exist for each component (reading and writing) of STAAR English II combined, passing scores for each component can only be provided as raw scores.



Or- additional alternative requirements

- With input from the district-level planning and decision-making committee and approval by the school district board of trustees, a school district may develop recommendations for additional alternative requirements if the requirements would allow an individual to demonstrate proficiency in the content related to an examination for which the individual has not performed satisfactorily

EIF Board Policy



IMPORTANT NOTICE

Provisions of this section expire
September 1, 2023.



Resources

Texas Education Agency. (November 4, 2019). Proposed Commissioner's Rules Concerning High School Graduation. Chapter §74.1025. Retrieved from: <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074b.html>

86th Texas Legislature. (April 2019). *Senate Bill 213, Enrolled Bill*, Retrieved from: <https://capitol.texas.gov/Search/DocViewer.aspx?ID=86RSB002135B&QueryText=%22sb+213%22&DocType=B>

Texas Education Agency. (August 2019). Division of Curriculum. SB 149 – Individual Graduation Committees Frequently Asked Questions. Retrieved from: <http://tea.texas.gov/graduation.aspx>

Texas Education Agency. (August 2019) Commissioner's Rules Concerning Participation and Assessment Requirements for Graduation Chapter § 101.3022. Retrieved from: [https://tea.texas.gov/About_TEA/Laws_and_Rules/Commissioner_Rules_\(TAC\)/Proposed_Commissioner_of_Education_Rules](https://tea.texas.gov/About_TEA/Laws_and_Rules/Commissioner_Rules_(TAC)/Proposed_Commissioner_of_Education_Rules)

Texas Education Agency (August 2019). TAKS Site <https://tea.texas.gov/student.assessment/taks/>

Texas Administrative Code 101.4003 (August 2019) <https://texreg.sos.state.tx.us/fids/201704159-1.pdf>

Texas Education Agency (August 2019) Alternate Assessment Standards Figure: 19 TAC 101.4003(a) <http://texreg.sos.state.tx.us/fids/201704159-1.pdf>



CONTACTS

Brenda I. de la Garza
Special Education Coordinator
Regional Testing Coordinator
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(956) 984-6202



HB 165

NCPerez: August 2019



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Foundations High School Program Graduation Options-Endorsements

For students entering...



89.10
(c)(1-3)

EARN 1 Point

ENDORSEMENT

Endorsement clarification:

... completes credit requirements for...
... **HSP** including additional cou...
... and elective **with or with**...

2. Satisfactorily with...
Endorsements with...
curriculum,

... on state assessment

CCMR: Career #10



HB 165: Endorsements & Special Education

Endorsement clarification

- Provides endorsements for public high school students enrolled in special education programs
1. Successfully completes, **with or without modification**
 - The curriculum requirements for graduation (FHSP)
 - The additional endorsement curriculum requirements**AND**
 2. Successfully completes all curriculum requirements for **endorsement**
 - Without modifications of the curriculum**OR**
 - **With modifications** of the curriculum, provided that the curriculum, as modified, is **sufficiently rigorous** as determined by the student's ARDC**AND**
 3. ARDC shall **determine** whether the student is required to **achieve satisfactory performance** on an EOC assessment to earn an endorsement



Beginning 2019-2020 school year

<https://capitol.texas.gov/tlodocs/86R/billtext/pdf/HB00165F.pdf#navpanes=0>

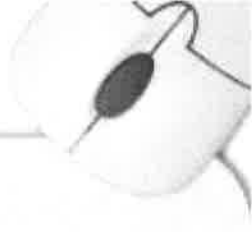
CCMR: Career-Graduate Endorsement

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What's Next?

- Review PGP (Personal Graduation Plan) for high school students who received modified content and/or failed 2+ EOCs to determine if they will potentially be eligible to earn an Endorsement



HB22 Domain I – Student Achievement College, Career, and Military Readiness (CCMR) Component

Student Group: 2017-2018 Graduates submitted in the 2018-2019 PEIMS Fall Submission		
CCMR Component	CCMR Indicator	Data Sources
College Ready	1. Meet criteria a. 3 on AP exam any subject or b. 4 on IB exam any subject	College Board and IB
	2. Meet Reading TSI criteria for one of these: SAT, ACT, TSIA, or College Prep (course in English Language Arts Service ID CP110100) And Meet Mathematics TSI criteria for one of these: SAT, ACT, TSIA or College Prep (course in Mathematics Service ID CP111200)	College Board, ACT, Texas Higher Education Coordinating Board (last 4 years)
	3. Earn 3 hours of Dual Credit (ELAR/Mathematics) or 9 hours in any subject (including technical)	College Prep Courses: 17-18 PEIMS Summer 43415 Course Completion records
	4. Earn an associate's degree	17-18 and Prior Years PEIMS Summer/Extended 43415 Course Completion records
	5. Complete an online course and earn 3 college credit hours	18-19 PEIMS Fall 40100 Student records
	6. Earn industry-based certification	University of Texas On Ramps program 18-19 PEIMS Fall 48011 Student Graduation records
	7. Graduate with Completed IEP and Workforce Readiness (graduation type codes: 04, 05, 54, or 55)	18-19 PEIMS Fall 40203 School Leaver records
	8. CTE coherent sequence CTE = 2 graduates who complete and receive credit in at least one industry-based certification aligned CTE course (one-half point)	17-18 PEIMS Summer 40110 – Student Program records 17-18 and prior years PEIMS Summer 43415 Course Completion records
	9. Earn a Level I or Level II certificate	Texas Higher Education Coordinating Board 17-18 PEIMS Summer
	10. Graduate under FHSP-E (Endorsement) or under FHSP-DLA (Distinguished Level of Achievement) and be identified as a current special education student	40110 – Student Program records 18-19 PEIMS Fall 40203 School Leaver records
	11. Enlist (intent to Enlist) in the United States Armed Forces	18-19 PEIMS Fall 40203 School Leaver records
Military Ready		



Texas Education Agency Updates:

Performance Reporting-Continuers/Accountability

**DID YOU
KNOW?**



Individualized education program (IEP) continuers are excluded from Closing the Gaps (federal) 2019 College, Career, and Military Readiness (CCMR)

- Grade 12 students reported in the TSDS PEIMS 2017–18 fall collection as individualized education program (IEP) continuers are **excluded from the Closing the Gaps CCMR denominator for 2019.**
- Grade 12 students reported in TSDS PEIMS as IEP Continuers on the 2017–18 October snapshot will be **excluded from the Closing the Gaps CCMR denominator for 2019 accountability.**



<https://tea.texas.gov/2019accountabilitymanual.aspx> Chapter 4 page 39



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To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	August 1, 2019
SUBJECT:	Senate Bill 500 Implementation: Additional Funding for Special Education Services
CATEGORY:	Funding Implications
NEXT STEPS:	Share with business/finance and special education staff

Senate Bill 500 (SB 500) passed by the 86th Texas Legislature and signed into law by Governor Abbott on June 6, 2019, provides additional special education funding to local educational agencies (LEAs).

SB 500, Section 30(3)(C), provides an amount of \$61,147,333 for special education funding under Strategy A.1.1., FSP – Equalized Operations, to be distributed for each full-time equivalent student in average daily attendance in a special education program, in proportion to the applicable weight for the student under the public school finance system. The purpose of this letter is to inform LEAs about timeline and coding of this additional special education funding provided under SB 500.

These amounts will be paid out by August 30, 2019 and will be delivered as a stand-alone payment to all affected LEAs outside of the Summary of Finances. LEAs should document as follows:

- Record **payments** in the General Fund, under Object Code 5819, Other Foundation School Program Act Revenues
- Record **expenditures** of these funds under Program Intent Code (PIC) 23, Services to Students with Disabilities (Special Education)

Questions

If you have questions related to the special education funding provisions under SB 500, please contact the Division of Forecasting and Fiscal Analysis by phone at (512) 463-9238 or by email at sfinance@tea.texas.gov.

By: Zaffirini

S.B. No. 281

A BILL TO BE ENTITLED
AN ACT

relating to the use of respectful terminology in provisions of Texas statutes relating to the deaf community.

BE IT ENACTED BY THE STATE OF TEXAS:

SECTION 1. Section 392.002, Government Code, is amended to read as follows:

Sec. 392.002. USE OF PERSON FIRST RESPECTFUL LANGUAGE REQUIRED. (a) The legislature and the Texas Legislative Council are directed to avoid using the following terms and phrases in any new statute or resolution and to change those terms and phrases used in any existing statute or resolution as sections including those terms and phrases are otherwise amended by law:

- (1) disabled;
- (2) developmentally disabled;
- (3) mentally disabled;
- (4) mentally ill;
- (5) mentally retarded;
- (6) handicapped;
- (7) cripple; and
- (8) crippled.

(b) In enacting or revising statutes or resolutions, the legislature and the Texas Legislative Council are directed to replace, as appropriate, terms and phrases listed by Subsection (a) with the following preferred phrases or appropriate variations of those phrases:

- (1) "persons with disabilities";
- (2) "persons with developmental disabilities";
- (3) "persons with mental illness"; and
- (4) "persons with intellectual disabilities."

(c) The legislature and the Texas Legislative Council are further directed to avoid using the terms "hearing impaired," "hearing loss," "auditory impairment," and "speech impaired," in reference to a deaf or hard of hearing person in any new statute or resolution. The legislature and the Texas Legislative Council shall replace the terms in this subsection in existing statute or resolution with the words "deaf" or "hard of hearing," as appropriate.

(d) A statute or resolution is not invalid solely because it does not employ this section's preferred phrases.

4.9 Early Childhood Special Education (ECSE) Services

Eligible children with disabilities aged three through 21 years are entitled to receive a FAPE under the Individuals with Disabilities Education Act (IDEA). In Texas, special education and related services for eligible children with disabilities, aged three through five years, have historically been referred to as preschool programs for children with disabilities (PPCD). In effort to clarify and promote understanding that any child aged three through five years who is eligible for and receiving special education and related services through a school district must be served in the least restrictive environment specified in the child's IEP, references to PPCD are being phased out of this and other TEA publications over time and will instead be considered to be receiving ECSE services.

ECSE refers to the services provided by the school district, **not** to the place where they are provided. Eligible children may receive PPCD services in a variety of settings, including district settings, such as pre-K, resource, and self-contained classrooms, and community settings, such as community-based Head Start programs and preschools.

A student receiving services may have a grade level of EE, pre-K, or K (kindergarten), depending on the student's age, the location where services are provided, and whether the student is eligible for pre-K.

4.9.1 Eligibility for ECSE Services

ECSE services are special education services provided to children aged three through five years. To receive ECSE services, a child aged three through five years must meet the same eligibility requirements as other special education students. An ARD committee must meet and document in the student's record that the student is eligible to receive services through this program.

RFT & SPPI 14 TRAINING

RFT TRAINING
WS#116092
8:30-11:30 AM

•
SPPI 14
TRAINING
WS #116094
1:00-4:00 PM



Did you know that.....

- LEAs will submit 2018-2019 leaver data for State Performance Plan Indicator (SPP)14 through the Texas Student Data System (TSDS)
- Beginning in the 2019-2020 school year, Residential Facility Tracker (RFT) will be submitted through the Texas Student Data System (TSDS)

Audience:

Special Education Directors,
RFT & SPPI-14 designated
Special Education
personnel, PEIMS
Coordinators

When: September 27, 2019

Times: 8:30 –11:30 am (RFT)
1:00 - 4:00 pm (SPP 14)

Location:

Region One ESC
Fort McIntosh Room
1900 W. Schunior
Edinburg, TX 78541

Video/Web Conference
Available upon request



For more information contact Gracie Avalos gavalos@esc1.net,
Noelia C. Perez noperez@esc1.net, Diana Perez dperez@esc1.net ,
Sergio Saenz sesaenz@esc1.net (956) 984-6000



To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	April 18, 2019
SUBJECT:	Residential Facilities Tracker in the Texas Student Data System
CATEGORY:	Residential Facility Tracker Update
NEXT STEPS:	Share with appropriate staff

The Residential Facilities (RF) Tracker is a state reporting feature in the Texas Student Data System (TSDS). RF Tracker will be used to collect data for students with disabilities who reside in residential care and treatment facilities within the geographic boundaries or jurisdiction of local educational agencies (LEAs). For reporting purposes, an RF is considered a facility that provides 24-hour custody or care of students with disabilities 22 years of age or younger for detention, treatment, foster care, or any non-educational purpose. This data will be used to inform stakeholders, such as educators, parents, and legislators, about the effectiveness of educational programs and student outcomes for students residing in residential facilities in accordance with [19 Texas Administrative Code \(TAC\) §97.1072](#). The RF Tracker data collection will be made available to public schools to submit student level data for the 2019-2020 school year. LEAs should report information for all students with disabilities, served by the LEA, who reside in residential care and treatment facilities within the geographic boundaries or jurisdiction of their LEA in the 2019-2020 school year.

The RF Tracker data collection will be available beginning **September 9, 2019 and continuing through July 30, 2020**.

The information below is designed to assist LEAs in the RF Tracker data submission process.

Residential Facilities

Existing Residential Facility IDs:

- Residential Facility IDs will be migrated from the Legacy Residential Monitoring System into AskTED.
- If there are changes to an existing Residential Facility, the LEA will complete the Residential Facility Identification form (attached to this letter) and submit via a TSDS Incident Management System (TIMS) ticket.
- Once the change is completed, the TIMS ticket will be returned to the LEA for verification.

Request New Residential Facility ID:

- The LEA will complete the Residential Facility Identification form and submit via a TIMS ticket.
- Once the Residential Facility ID has been added, the TIMS ticket will be returned to the LEA with the new Residential Facility ID.
- The new Residential Facility can now be viewed through AskTED.

Request Roles for Submitting Data

The following TSDS Portal user roles will be used for the RF Tracker data collection. The roles allow users to load RF Tracker data, validate and complete the data, and submit help desk tickets. The same person may have multiple roles.

- The person designated to load data for RF Tracker will request the Operational Data Storage (ODS) Data Loader role.
- The person designated to promote/validate the data will request the RF Tracker Data Promoter role.
- The person designated to complete the data will request the RF Tracker Data Completer role.
- The person designated to request extensions for the RF Tracker data collection will request the RF Tracker Data Approver role.
- The person designated to only view the reports will request the RF Tracker Data Viewer role.
- The person designated to submit help desk tickets through the TSDS Incident Management System (TIMS) will request the TIMS L1 Support role.
- The Regional Education Service Center (ESC) staff person designated to monitor or view the LEA RF Tracker data collection will request the RFT ESC Data Viewer.

These roles can be requested via the TEAL secure portal at <https://pryor.tea.state.tx.us/>.

NOTE: A TEAL account is suspended after 90 days of inactivity.

Data Collection Process

1. Download the Client Side Validation Tool from the TSDS Portal to validate the extracted TEDS Compliant XML data for RF Tracker.
2. ODS Data Loader: Upload data via the DTU or manually by logging on to TSDS.
3. RF Tracker Promoter role: Promote and validate the data for the collection.
4. RF Tracker Completer role: Once the data has been submitted for the entire year, and verified, the collection can then be completed.

LEAs should contact their ESCs or a certified vendor for RF Tracker training and support. Certified staff will have completed training for TSDS and data loading and will be able to assist in this process. LEAs can begin promoting RF Tracker data for 2019-2020 school year beginning September 9, 2019.

Resources

- [Texas Education Data Standards](#) - TSDS Core Collections include RF Tracker State Reporting Requirements.

- [Special Education in Residential Facilities](#) – Information regarding special education students residing in residential facilities and the link to the Residential Facility Identification form.
- Training and support for RF Tracker Application.
 - ESC Contact Information:
http://www.texasstudentdatasystem.org/TSDS/About/Deployment/Deployment/ESC_TSDS_Champions_1-11/
 - Certified ESCs and Vendors:
http://www.texasstudentdatasystem.org/TSDS/About/Training_and_Support/TSDS_Training_Support_Certified_Vendors_ESCs/

If you have additional questions about the [19 Texas Administrative Code \(TAC\) §97.1072](#), please contact TEA staff via email at SPED@tea.texas.gov. All technical questions should be submitted via the TSDS Incident Management System (TIMS), which is available within the TSDS Core application.

Attachment: [Residential Facility Tracker Identification Form](#)



To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	May 2, 2019
SUBJECT:	State Performance Plan Indicator 14 in the Texas Student Data System
CATEGORY:	State Performance Plan Indicator 14 Update
NEXT STEPS:	Share with appropriate staff

The State Performance Plan Indicator 14 (SPPI-14) is now a state reporting feature in the Texas Student Data System (TSDS). The TSDS Core Application will include the SPPI-14 collection. The SPPI-14 collection will be used to gather data for students with disabilities enrolled in grades 9-12 who have exited a local education agency (LEA) and have a leaver record with certain leaver codes as reported in the 2019-2020 PEIMS Fall submission. This data will be used to inform stakeholders, such as educators, parents, and legislators, about the effectiveness of educational programs and student outcomes for youth who are no longer in secondary school and had an Individual Education Program (IEP) in effect at the time they left school in accordance with [20 U.S.C. 1416\(a\)\(3\)\(B\)](#). The SPPI-14 data collection will be made available to LEAs to submit student level data in the 2019-2020 school year.

The SPPI-14 data collection will be available beginning **September 9, 2019 and continuing through February 20, 2020.**

The information below is designed to assist LEAs in the SPPI-14 data submission process.

Request Roles for Submitting Data

The following TSDS Portal user roles will be used for the SPPI-14 data collection. The roles allow users to load SPPI-14 data, promote/validate the data, complete the data, and view the data. There is also a role to submit help desk tickets. The same person may have multiple roles. When a user requests a Core user role, they must also select the SPPI-14 privilege to access the SPPI-14 collection.

- The person designated to load data for SPPI-14 will request the Operational Data Store (ODS) Data Loader role.
- The person designated to promote/validate the SPPI-14 data will request the Core Data Promoter role.
- The person designated to approve and complete the SPPI-14 data will request the Core Data Completer role.
- The person designated to only view the reports will request the Core Data Viewer Role.
- The Regional Education Service Center (ESC) staff person designated to monitor or view the LEA SPPI-14 data collection will request the Core ESC Data Viewer role.
- The person designated to submit help desk tickets through the TSDS Incident Management System (TIMS) will request the TIMS L1 Support role.

These roles can be requested via the TEAL secure portal at <https://pryor.tea.state.tx.us/>.

NOTE: A TEAL account that is not linked to an application will be suspended after 90 days of inactivity.

Data Collection Process

1. Download the Client-Side Validation Tool from the TSDS Portal to validate the extracted TEDS Compliant XML data for SPPI-14.
2. ODS Data Loader: Upload SPPI-14 data via the DTU or manually by logging in to TSDS.
3. Core Data Promoter Role: Promote and validate the data for the SPPI-14 collection.
4. Core Data Completer Role: Once the data has been submitted and verified, the data is ready for completion.

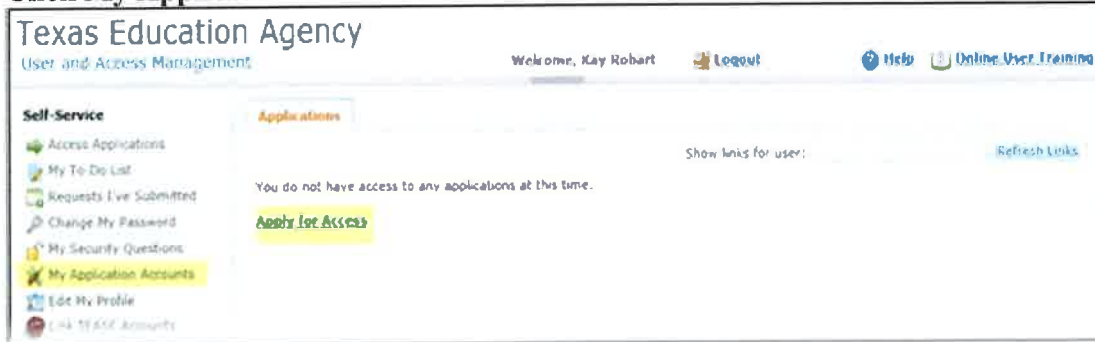
LEAs should contact their ESCs or a certified vendor for SPPI-14 training and support. Certified staff will have completed training for TSDS and data loading and will be able to assist in this process. LEAs can begin loading data for the 2019-2020 school year beginning August 5, 2019 and may begin promoting the data beginning September 9, 2019. The collection will close on February 20, 2020.

Resources

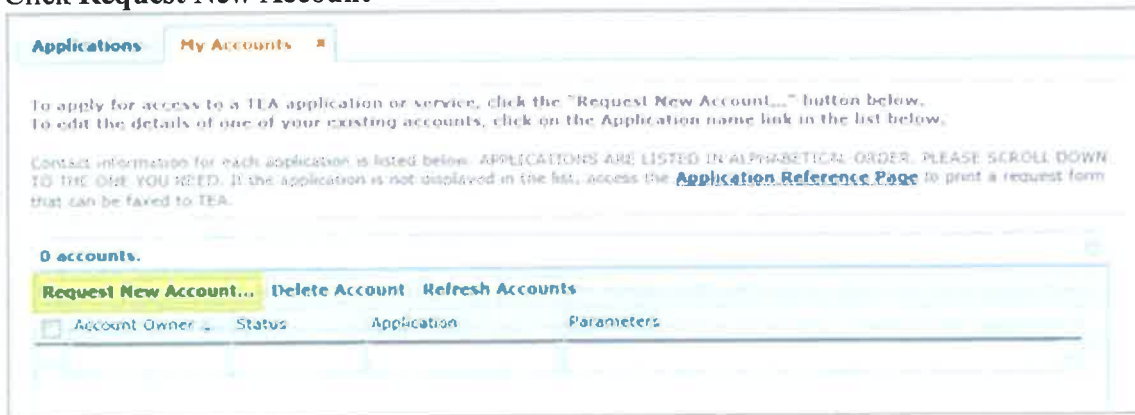
- [Texas Education Data Standards](#) - TSDS Core Collections includes SPPI-14 reporting requirements.
- Training and support for SPPI-14
 - ESC Contact Information:
http://www.texasstudentdatasystem.org/TSDS/About/Deployment/Deployment/ESC_TSDS_Champions_1-11/
 - Certified ESCs and Vendors:
http://www.texasstudentdatasystem.org/TSDS/About/Training_and_Support/TSDS_Training_Support_Certified_Vendors_ESCs/

If you have additional questions about the policy of 20 U.S.C. 1416(a)(3)(B), please contact TEA staff via email at SPED@tea.texas.gov. All technical questions should be submitted via the TSDS Incident Management System (TIMS), which is available within the TSDS application.

1. After logging on to TEAL, the home page appears. If you have not been granted access to any applications yet, there will be no links under **Applications**. Click **Apply for Access** or **Click My Application Accounts**.



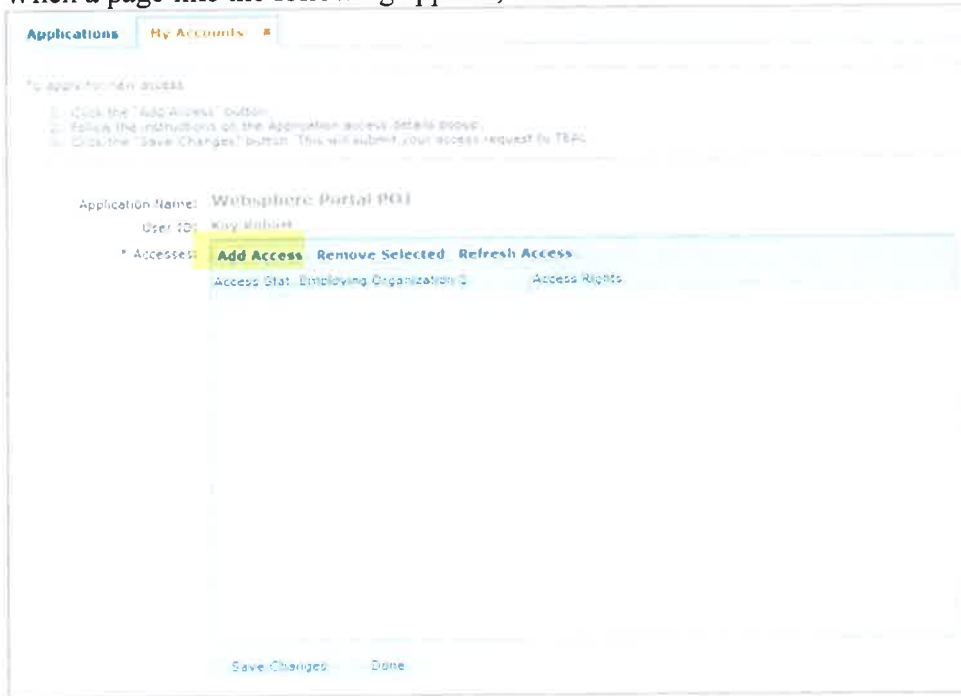
2. Click **Request New Account**



3. Click "TSDSPortal".



4. When a page like the following appears, click **Add Access**.



5. Type the name of your organization. Once you begin typing, a list of authorized organization appears. Select the name of your organization from the list.

Application access details

Steps for adding access

1. Enter your Employing Organization (name or organization number).
2. Click the checkbox/radio button for the role(s) that you are applying for.
3. If there are parameters for the role(s) selected, enter that information.
4. Click the "Done" button to **queue** your request. This does not submit your request to TEAL.
5. Click the "Save Changes" button. This will then submit your access request to TEAL.

Employing Organization

Organization:

Who do you work for? In other words, what organization employs you (e.g. district, ESC, charter school)?

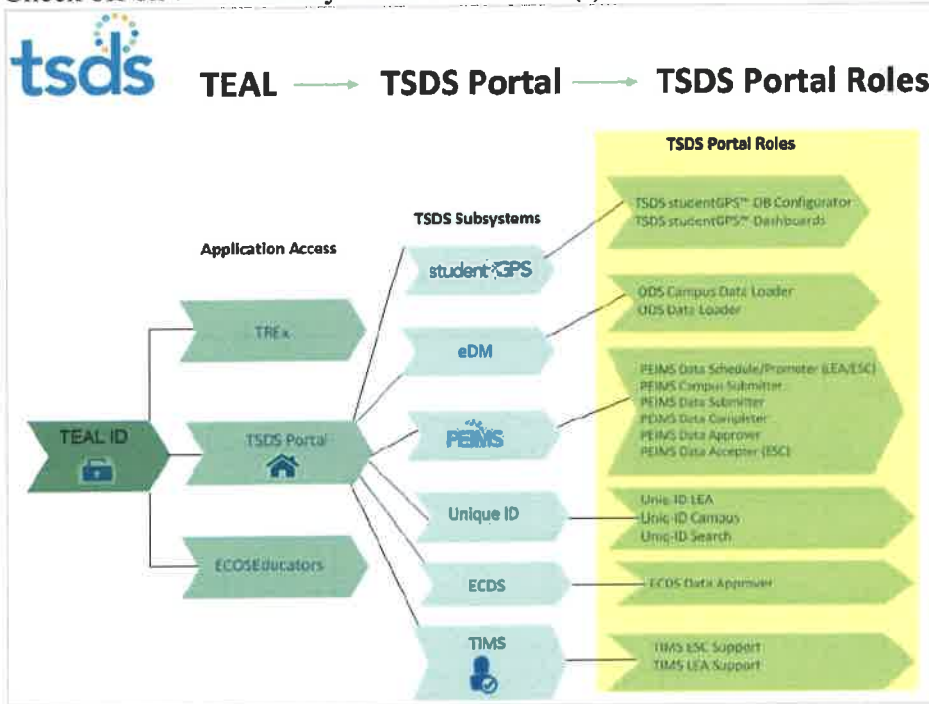
EG X EDUCATION SERVICE CENTER (057950)

Roles & Parameters

TSDS studentGPS Dashboards Configurator

TSDS studentGPS Dashboards

6. Check off on the necessary TSDS Portal Role(s):



Application access details

Steps for adding access

1. Enter your Employing Organization (name or organization number).
2. Click the checkbox/radio button for the role(s) that you are applying for.
3. If there are parameters for the role(s) selected, enter that information.
4. Click the "Done" button to **queue** your request. This does not submit your request to TEAL.
5. Click the "Save Changes" button. This will then submit your access request to TEAL.

Employing Organization

* Organization:
Who do you work for? In other words, what organization employs you (e.g. district, ESC, charter school)?

Roles & Parameters

- TSDS studentGPS Dashboards Configurator
- TSDS studentGPS Dashboards
- FERPA Policy Admin
- TIMS ESC Support
- TIMS LEA Support
- TIMS Technical Support
- ODS Campus Data Loader
- ODS Data Loader
- PEIMS Campus Data Sched/Load

7. Type in the District ID and any other parameters requested.

8. Click Done.

9. Click **Save Changes**. If the request was submitted successfully, a success message appears at the top of the tab.



Note: If you have a pending request for application access, you cannot make additional requests for the same employing organization and application. The pending request must be approved before you can submit a request for additional access.

10. After the request is submitted, it is routed to all Approvers for organizations entered on this screen.



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?

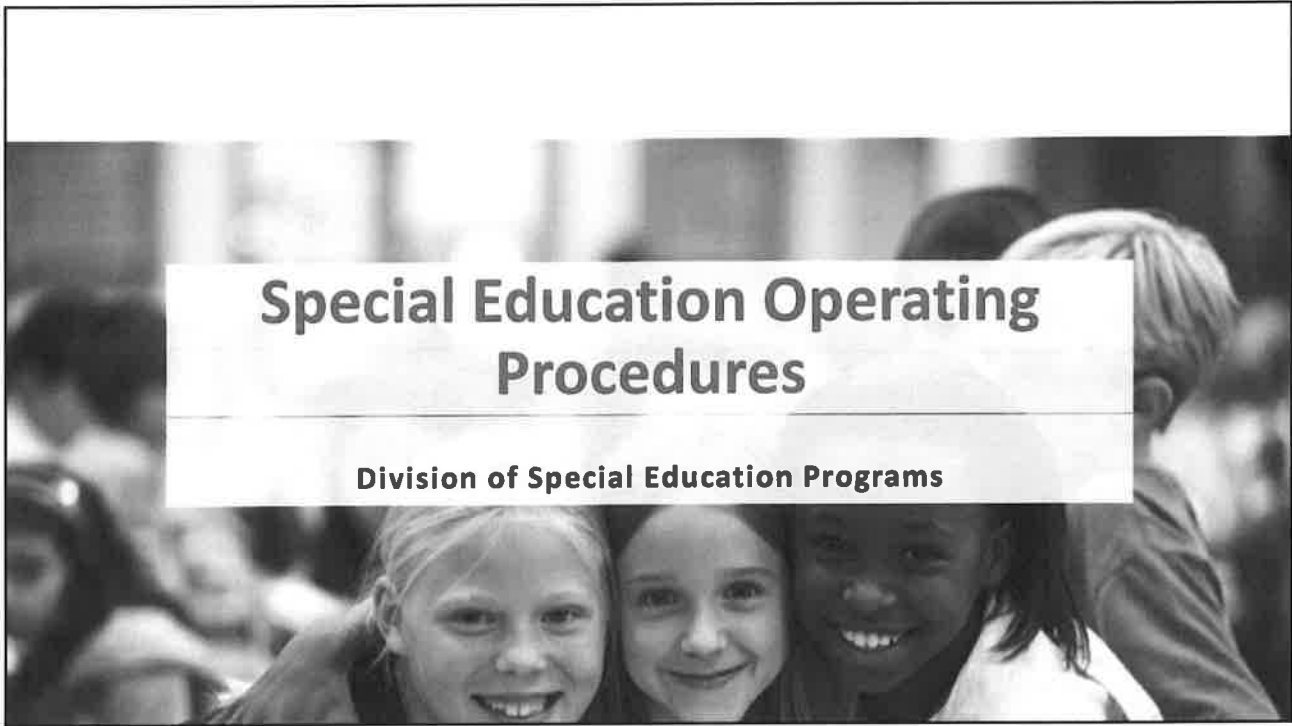
The LEA should expect regular communication with the TEA during monitoring activities, including emails, scheduled phone conferences, and informal phone calls. Upon conclusion of monitoring activities, the type and frequency of the communication between the TEA and the LEA will vary based upon the recommendations, 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?

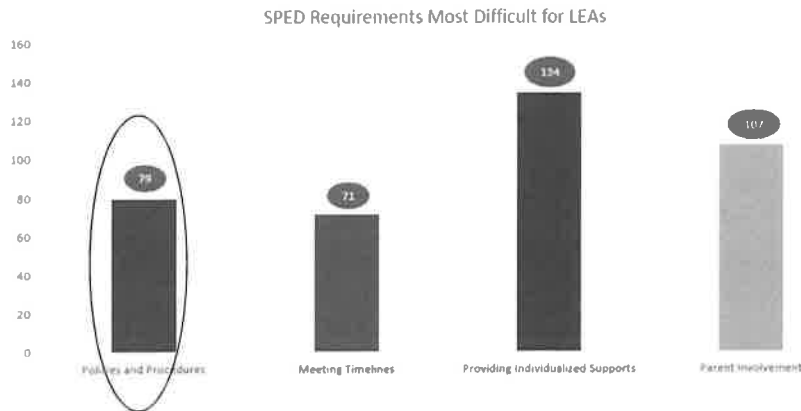
Technical assistance and professional development can and should be accessed by the LEA at any time. The TEA will make recommendations to support the implementation of continuous improvement strategies and the correction of identified noncompliance when applicable to support the LEA. Ultimately, the 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.



Review and Support's Monitoring Pilot in Spring 2019



Pre-Pilot Survey Data



Policy vs. Procedure vs. Practice

Dictionary Definitions	
Policy	a deliberate system of principles to guide decisions and achieve rational outcomes
Procedure	<ul style="list-style-type: none"> • a particular course of action intended to achieve a result • a set sequence of steps
Practice	<ul style="list-style-type: none"> • Something that is usually or regularly done

3

Policies vs. Procedures

<u>Policies</u>			<u>Procedures</u>		
Have widespread application	Are non-negotiable, change infrequently	Are expressed in broad terms	Have a narrower focus	Are subject to change and continuous improvement	Are a more detailed description of activities

4

Policies vs. Procedures

<u>Policies</u>		<u>Procedures</u>	
<i>What and/or why</i>	Answer major operational issues	<i>How, when and/or who</i>	Detail a process

5

Statutory Authority 34 CFR 300.646(b) (1)

According to the requirements of the Individuals with Disabilities Education Act (IDEA) (34 CFR 300.646(b) (1)),

- The State Education Agency must provide for review and, if appropriate, revision of the **policies, procedures and practices** related to serving students with disabilities.
- Furthermore, Local Education Agencies (LEAs) are required to develop and implement **policies, procedures and practices** related to the provision of special education services to eligible students

6

Office of Special Education Programs' (OSEP) Visit in 2017

TEA's strategic plan includes steps that address the corrective actions related to Child Find

TEA will ensure that monitoring focuses on improvements for students, in addition to fulfilling minimum expectations for compliance with federal requirements.

7


Office of Special Education Programs' (OSEP) Visit in 2017

TEA will ensure that school districts identify, locate, and evaluate those students enrolled in the district suspected of having a disability and needing special education services.



8

The Legal Framework: framework.esc18.net

[Mobile Site](#)



Legal Framework Helpdesk:

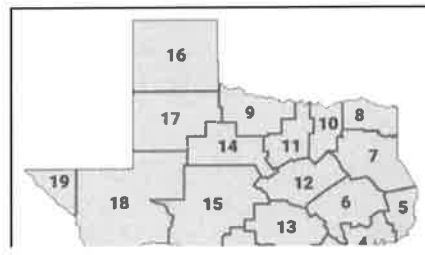
 432-561-IDEA
 frameworkhelp@esc18.net


[Versión Español](#)

[Getting Started](#)
[Frameworks](#)
[Updates](#)
[Resources](#)
[Glossary](#)
[Documents](#)
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Local school board policies of public schools across Texas are linked to the Legal Framework. Policies can be accessed by entering the county-district number in the area below.

Find your district or charter school






Notice of Procedural Safeguards
Aviso Sobre Procedimientos de Protección



Parent's Guide to the ARD Process

9

The Legal Framework: Add Local School Board Policies--Mandatory



[ADD POLICY AND PROCEDURE FOR A SCHOOL](#)

Log Out

WELCOME DAWN VANDERBIILT (DAWNE.VANDERBIILT@ESC18.ORG)
WEDNESDAY, JULY 10, 2019

ADMINISTRATION

- Phonics & Phonics
- Operating Guidelines

ASSURANCE STATEMENTS

REPORTS

RESOURCE LIBRARY

CHANGE DOCUMENTS

FRAMEWORK DISPLAY

PORTAL

EDIT MY INFORMATION

ESC (Agency Type) accounts cannot view or access policy uploading/linking process.
To view or practice the process:

- Log out and log back into your account.
- Use your same email address and password to log back in.
- On the "Please select a school district..." page, under the field of "Agency Type" select either "District" or "Charter Schools".

Framework

CHILD FIND

- CHILD FIND DUTY
- DISTRICT AND CAMPUS IMPROVEMENT PLANS
- PARENT NOTIFICATION AND PERSONAL GRADUATION PLAN
- CLOSING THE GAP
- DYSLLEXIA SERVICES
- REFERRAL FOR POSSIBLE SPECIAL EDUCATION SERVICES

AGES 0-5

- CHILDREN WHO TRANSFER
- CHILDREN WHO ARE INCARCERATED
- CHILDREN IN PRIVATE SCHOOLS
- PARENT
- ADULT STUDENT AND TRANSFER OF RIGHTS

EVALUATION

- REVIEW OF EXISTING EVALUATION DATA
- EVALUATION PROCEDURES

10

Local School Board Policies

Legal

- compile federal law, state law, and court decisions, providing the statutory context in which all other policies should be read

Local

- reflect decisions made by the board of trustees

11

The Legal Framework: Add Operating Procedures -- Voluntary

REGION 18
education service center



ADD OPERATING GUIDELINES FOR A SCHOOL

Log Out

WELCOME DAVID VANDERBEEK (LAURE VANDERBEEK@ETSU.EDU) WEDNESDAY, JULY 10, 2019

- ADMINISTRATION
 - Policies & Procedures
 - Operating Guidelines
- ASSURANCE STATEMENTS
- REPORTS
- RESOURCE LIBRARY
- CHANGE DOCUMENTS
- FRAMEWORK DISPLAY
- PORTAL
- EDIT MY INFORMATION

Framework

CHILD FIND

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EVALUATION

- REVIEW OF EXISTING EVALUATION DATA
- EVALUATION PROCEDURES
- SUMMARY OF PERFORMANCE
- AUDITORY IMPAIRMENT
- AUTISM

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Previous Terminology in Legal Framework

Formerly known as:

“Operating Guidelines”



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Current Terminology in Legal Framework

Now known as:

“Operating Procedures”



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LEAs' Special Education Operating Procedures

Local Operating Procedures

- written **procedures** developed locally which outline the implementation of the LEA's special education practices

Local Operating Procedures

- a "living" resource meant to be updated on an ongoing basis (ideally, online)

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Guiding Questions to Consider when Developing Local Operating Procedures

- Who is responsible for implementation of this procedure? (Indicate by position or role)
- What is the timeline for this procedure?
- What forms/materials or other resources should be used in implementation of this procedure?
- What are the steps and/or methods used for implementation of this procedure?
- How does your LEA ensure that all stakeholders responsible for implementation are notified of this procedure?
- What is the date of the latest revision?

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LEAs' Special Education Practices

Evidence
of Practice

- Observable

Examples

- Forms, brochures and/or documents

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Timeline for Operating Procedures



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TEA & Work Group

2019-2020		
Review Legal Framework's Operating Procedures templates (currently a total of 98)	Organize templates by: Child Find Evaluation FAPE	FAPE will be identified by combining templates

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Special Education Operating Procedures uploaded in Legal Framework -- Mandatory

2020-2021		
Child Find	Evaluation	FAPE

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