



Special Education Monitoring Collaboration

September 2022 Updates

Check-in Code:
247950



• • • •

Welcome!

~Thank you for joining us today! We hope
the topics discussed will be helpful and
timely in your work as a Special Education
Leader~



ESC 7 Liaisons



Lori Anderson, M.Ed.

- ★ TEPSA member-15 years
- ★ Texas Educator-26 years
- ★ Classroom Teacher-10 years
- ★ Campus Administrator-8 years
- ★ District Administrator-7 years
- ★ Region 7 Liaison-current
- ★ Student-Ed.D-School Improvement
- ★ landerson@esc7.net

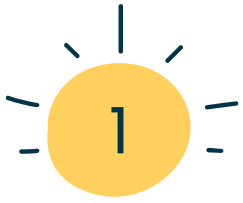


Helen Crissey, M.Ed.

- ★ TCASE member- 7 years
- ★ Texas Educator-37 years
- ★ Special Ed. Teacher- 13 years
- ★ Educational Diagnostician- 15 years
- ★ Special Ed. Coordinator- 3 years
- ★ Region 7 Evaluation Specialist- 6 years
- ★ Region 7 Liaison-current
- ★ hcrissey@esc7.net

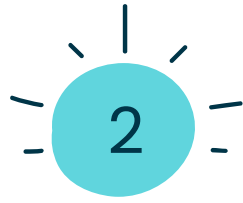


Table of contents



Overview

Current Topics in SPED
Monitoring



DMS Overview

Review components of
the DMS System



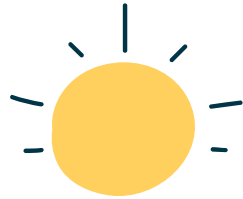
Self-Assessment

Submission & Support



Results-Driven Accountability

Timeline
2022 RDA Manual
RDA Reports & Support



Cyclical Monitoring

You could describe the
topic of the section here

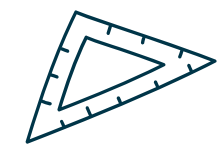
Current Topics & Timelines

★ SpEd Director Collaborative-A SpEd Leadership Resource

- Timeline Topics
 - Year-at-a-Glance
 - **Quarterly Checklists**
 - July-August-September
 - October-November-December
- Spotlight Topics
 - Information on specific topics from YAG and Checklists
 - Example: Transfer Students
- LIVE Calendar



A



Differentiated Monitoring & Support

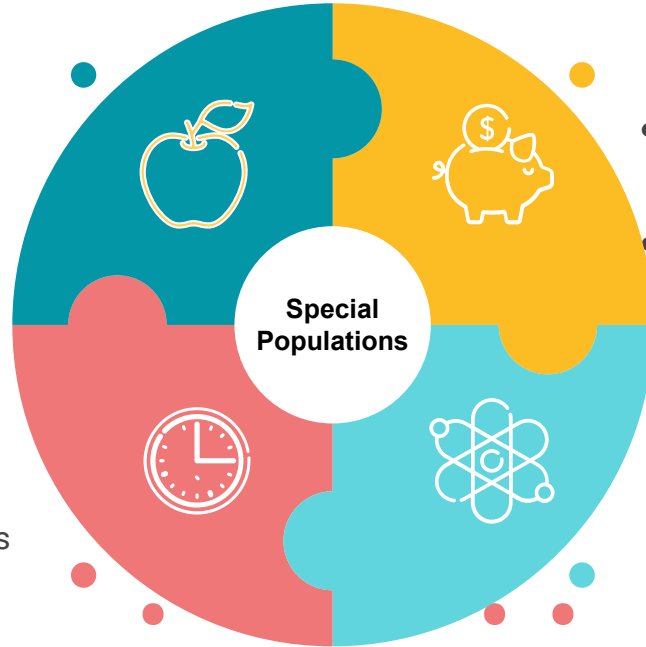


Self-Assessment

- Engage Leadership Teams in evaluating & Improving Educational Outcomes for students
- Special Education, completed annually

Cyclical & Targeted Reviews

- Determine compliance with federal and state laws
- Cyclical: ALL LEAs will be monitored every 6 years
- Targeted-based on Determination Level (DL) and/or Significant Disproportionality (SD)



Results-Driven Accountability

- Annual report on LEAs' performance in BE/ESL/EB; Other Special Populations (OSP); Special Education programs
- 3 Domains: Academic Achievement; Post-Secondary Readiness; Disproportionate Analysis; DL's assigned

Support Plans

- Strategic Support Plan
 - ESL/OSP-DL 3, 4
 - SPED- DL 2, 3, 4
- Corrective Action Plan
 - Federal Non-Compliance
 - State Performance Plan Indicators
 - Cyclical/Targeted Monitoring



SPED Self-Assessment

How, What, When?	Response	Guidance	Guidance
<ul style="list-style-type: none">When is the SPED Self-Assessment due?	September 30, 2022	TEAL ASCEND	<u>TEA Self-Assessment Resources</u>
<ul style="list-style-type: none">How many Compliance/Strategy Items must be rated?	<u>7 required out of 23</u>		
<ul style="list-style-type: none">How do I determine which additional items to rate in my LEA?	Current needs/ work focus	Example: SD Discipline -Rate Behavior Items	Example: STAAR Passing Rate- Dyslexia, Data Analysis, State Assessment Participation
<ul style="list-style-type: none"><u>Self-Assessment/RDA Correlation</u>			





Results-Driven Accountability

01

Timeline of Events

- A Report Release
- B Determination Level Notification
- C SSP due Dec. 16, 2022

02

2022 RDA Manual & Reports

- A 2022 RDA Manual
- B RDA Reports
- C RDA & SD Reports-TEAL Accountability

03

RDA Support

- A DMS Guide-Monitoring Requirements
- B RDA Overview
- C SSP Development



Typical Order of Events

1 **Results Driven Accountability (RDA) Manual**

- [TEA RDA Manual Webpage](#)
- Proposed: September 6

2 **Unmasked/confidential RDA Report**

- [Acct Application in TEAL](#)
- Indicator PLs & SD Designations
- Triggers SD Notification Letters

3 **Masked/public RDA Report**

- [TEA RDA Webpage](#)
- Indicator PLs & SD Designations

4 **Determination Levels (DLs) Assigned**

- [ASCEND Application in TEAL](#)

5 **SPED DLs public release**

- [TEA TAPR Webpage](#)
- Front Page of District TAPR PDF Report
- Anticipated late November Release

Anticipate the Targeted Review Process & Support/Strategic Support Plan (SSP) to begin in late Fall

Click [here](#) to request access for secure applications.

Differentiated Monitoring & Support (DMS) Guide-TEA

RDA Determination:	Meets Requirements	Needs Assistance	Needs Intervention	Needs Substantial Intervention
Determination Level:	DL1	DL2	DL3	DL4
Differentiated Supports:				
Universal	●	●	●	●
Targeted		●	●	●
Intensive				●

Figure 2. RDA determination level and supports alignment.

Determined by RDA

Program		BE/ESL				OSP				SPED			
RDA Determination		DL1	DL2	DL3	DL4	DL1	DL2	DL3	DL4	DL1	DL2	DL3	DL4
Monitoring Activity	Self-Assessment			●	●			●	●	●	●	●	●
	Strategic Support Plan			●	●			●	●		●	●	●
	Dyslexia Monitoring									●	●	●	●
	Desk Review											●	●
	Onsite Review											●	●

Figure 3. Monitoring activity requirements by RDA program determination

Differentiated Monitoring & Support (DMS) Guide-TEA **NEW! 2021-2022**

Activities for Intensive LEAs	SD3 DL 3	SD3 DL 4
Contact AND Coaching with Intensive Support Team	60-Days	30-Days
Self-Assessment Questions related to SD	X	X
Strategic Support Plan (SSP) on SD	X	X
Comprehensive Diagnostic Data Review (CDDR) to include: SD focused Desk Review by TEA Internal Policy review by LEA Root Cause Analysis by LEA SSP review and consideration for SD SD Focused Onsite by TEA	X	X
CCEIS Funds	X	X
Structured Progress monitoring engagements with focus to Review progress Data monitoring Review of CCEIS outcomes	X	X
Texas Special Education Equity Initiative	Optional	Optional



Differentiated Monitoring & Support (DMS) Guide-TEA **NEW! FALL 2022**

Activities for Targeted LEAs	SD1 DL 3	SD1 DL 4	SD2 DL 3	SD2 DL 4	SD3 DL 1	SD3 DL 2
Regional Support Team Contact Cycle	60-Days	30-Days	60-Days	30-Days	N/A	Quarterly
LEA submits progress reports to Intensive Support Team					Quarterly	Biannually
Required Activities:						
Targeted Desk Review	X	X	X	X	Optional	X
Internal Policy Review by LEA	X	X	X	X	X	X
CEIS Funds expended by LEA			X	X		
Strategic Support Plan (SSP) on SD	Optional	Optional	X	X	Encouraged not required	X
CCEIS Funds					X	X
Self-Assessment Questions related to SD	Encouraged not required	Encouraged not required	Encouraged not required	Encouraged not required	X	X
Optional Activities for LEA:						
Recommend technical Assistance	X	X	X	X	X	X
Referral to ESC Resources/support	X	X	X	X	X	X
Texas Special Education Equity Initiative: Addressing Significant Disproportionality					Optional	Optional

Determined by RDA

Differentiated Monitoring and Support (DMS) Resources

Resource	Description
<u>Monitoring Guide 2021</u>	TEA's General Supervision and Monitoring Guide: Self-Assessment, Cyclical Review, Targeted Review, RDA Determination Levels, etc.
<u>External Desk Review Rubric</u> <u>Updated: December 2021</u>	Questions utilized to conduct a review of an LEA's special education program to ensure compliance with federal and state regulatory requirements.
<u>Ascend Guide (Application)</u>	How to apply to Ascend Texas Application
<u>Cyclical Review Schedules</u> <u>22-23 Cycle 4</u> <u>23-24 Cycle 5 and 24-25 Cycle 6</u>	All LEAs will be monitored, at a minimum, every six years in a scheduled cycle.
<u>Cyclical Monitoring Reports</u>	Provide the results of the LEA's compliance review related to state general supervision requirements.



Desk Review Rubric - Key

SE	Evaluation
IE	IEP Implementation
PCA	Properly Constituted ARD
IC	IEP Contents
ID	IEP Development
SA	State Assessment
TR	Transition
IB	Behavior



Cyclical Monitoring Trends

Cycle 3, 2021-2022

Pre-Finding Correction – **No** Corrective Action Plan

Group 3 (Apr-June 2022)	Group 2 (Jan-Mar 2022)	Group 1 (Oct-Dec 2021)
<ul style="list-style-type: none">❖ SE 9/SE 10 Documentation from all sources; qualified professionals and parent determine eligibility❖ IE 11/IC 1 IEP Revision / Annual ARD within one year❖ PCA 9 CTE Rep at ARD❖ PCA 10 LPAC at ARD for Emergent Bilingual❖ PCA 11 Written excusal/ARDC member not in attendance❖ IE 11/ IC 1 IEP Revision / Annual ARD within one year❖ TR 10 / TR 11 / TR 12: Measurable post-secondary goals in education; training; employment; independent living skills❖ TR 14 Age of 18 / Transfer rights	<ul style="list-style-type: none">❖ IE 4 Description of need, duration of services, and provision of transportation❖ PCA 10 LPAC at ARD for Emergent Bilingual❖ ID 4 / ID 5 How progress will be measured; when progress reports shared with parents❖ SA 2 Evidence to support State Assessment decisions❖ TR 10/TR 11/TR 12 Measurable post-secondary goals in education; training; employment; independent living skills❖ TR 14 Age of 18 / Transfer rights	<ul style="list-style-type: none">❖ SE 1 FIE completed within 45 school days of date district received written consent for evaluation❖ SE 3a PWN contains all of elements <p><u>TEA External Desk Review Updated December 2021</u></p>

Cyclical Monitoring Trends

Identified **Noncompliance** = Corrective Action Plan Cycle 3, 2021-2022

Group 3 (Apr-June 2022)	Group 2 (Jan-Mar 2022)	Group 1 (Oct-Dec 2021)
<ul style="list-style-type: none">❖ IE 1 Parent invitation at least 5 school days❖ PCA 14 Adult student/parent indicate agreement/disagreement (adult student did not agree or disagree)❖ ID 2 Impact statement❖ ID 3 / ID 10 Are goals measurable?/Are measurable annual goals included?❖ ID 6 / ID 6a STAAR ALT-2 –Benchmarks/Short term Objectives	<ul style="list-style-type: none">❖ ID 2 Impact statement❖ ID 3 / ID 10 Are goals measurable?/Are measurable annual goals included? ➤	<ul style="list-style-type: none">❖ ID 2 Impact statement❖ ID 3 / ID 10 Are goals measurable?/Are measurable annual goals included?
<p>TEA External Desk Review Updated December 2021</p> <ul style="list-style-type: none">● Region 7 SBIEP Training Nov. 6th and 7th #233759● <u>Child Find Network</u> Resources for SBIEP		
<p>Desk Review Key:</p> <p>IE = IEP Implementation (p 4) PCA = Properly Constituted ARD (pp 5-6) ID = IEP Development (pp 8-9)</p>		

Corrective Action Plan (CAP)


Areas to be addressed on CAP (from TEA website)

For LEAs at any performance level, if noncompliance is identified during the review process, LEAs will develop a Corrective Action Plan (CAP) which outlines the activities/steps the LEA will take to correct all substantiated findings of noncompliance, to include that:

- ❖ *policies and procedures, including operating guidelines and practices are reviewed and revised, as necessary;*
- ❖ *professional development is provided to identified staff;*
- ❖ *admission, review, and dismissal (ARD) committee meetings are convened to address the noncompliance, and, when required, determine if the noncompliance denied students a free appropriate public education (FAPE), and consider compensatory services, as appropriate; and*
- ❖ *develop and engage in monitoring activities to ensure ongoing compliance.*

****Provide evidence of systemic correction of noncompliance**

- ❖ *2021-2022 Static pdf CAP document allowed*
- ❖ *Beginning 2022-2023 The support plan feature should be used this next year, within Ascend application. Only time static form used would be if Ascend has technical issues.*



**What can be done now to prepare for a Cyclical Review,
no matter your LEA's assigned year?**

-
-
-
-
-
-
-
-
-

**If your LEA has received Cyclical Monitoring Review, how
can new practices be sustained to avoid noncompliance
in the future?**

[Feedback from participants-Operating Procedures, etc.](#)



ESC 7 SPED Monitoring Support

Upcoming Workshops:

[October SPED Monitoring
Collaboration-10/11 @ 9:00](#)

[RDA Overview 10/19 @ 9:00](#)

[RDA Office Hours 10/19 @1:00](#)

[SSP Overview & Development
11/2 @ 12:30](#)

SSP Support Office Hours
[Sign-Up Genius Link](#)

SSP submitted to TEA:
RDA-SPED DL 2, 3, 4
Submit by December 16, 2022





Questions & Feedback





Next SPED Monitoring Collaboration

October 11, 2022 @ 9:00 AM
Workshop #247969-ZOOM



**ESC 7 SPED
Monitoring Support**

Fall 2022

—
SPED Monitoring & Support

Thank You!

Contact us:

landerson@esc7.net

hcrissey@esc7.net

Credits: This presentation template was created by Slidesgo, including icons by Flaticon, and infographics & images by Freepik.

