

Slide 1

**TEA**  
Texas Education Agency

Differentiated Monitoring and Support  
Special Education Monitoring  
Process Overview  
Self-Assessment

---

---

---

---

---

---

---

---

---

---

Slide 2

Housekeeping and Introductions **TEA**  
Texas Education Agency



---

---

---

---

---

---

---

---

---

---

Slide 3

Today's Agenda **TEA**  
Texas Education Agency

- Differentiated Monitoring System (DMS)
- Self Assessment Process
- Self Assessment Platform
- Break
- Final Questions
- Closing

---

---

---

---

---

---


---





---

---

---

Slide 4

**Today's Learning Outcomes** 

-  Participants will be able to explain the required LEA activities in the Differentiated Monitoring and Support (DMS) process.
-  Participants will be able to explain and complete the steps of the Self-Assessment.
-  Participants will be able to determine Quality Levels using the Self-Assessment Rubric.
-  Participants will be able to analyze sources of evidence to complete the Self-Assessment using the Ascend platform.

---

---

---

---

---

---


---

---

---

---

Slide 5

 **Differentiated Monitoring and Support**

---

---

---

---

---

---


---

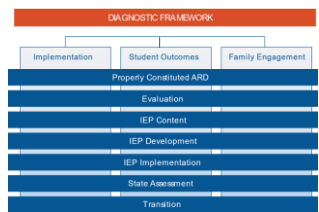
---

---

---

Slide 6

**Diagnostic Framework** 



The diagram illustrates the Diagnostic Framework. At the top is 'DIAGNOSTIC FRAMEWORK'. Below it are three boxes: 'Implementation', 'Student Outcomes', and 'Family Engagement'. These three boxes are grouped under 'Properly Constituted ARD'. Below this are seven horizontal bars representing focus areas: 'Evaluation', 'IEP Content', 'IEP Development', 'IEP Implementation', 'State Assessment', and 'Transition'. To the right of the diagram, there are two callout boxes: 'Three IDEA implementation domains' and 'Seven focus areas of compliance'.

---

---

---

---

---

---

---

---

---

---





Slide 13

**TEA**  
Texas Education Agency

**Self-Assessment Process**

---

---

---

---

---

---

---

---

Slide 14

**Purpose of the Self-Assessment** **TEA**

Proactive approach

- ✓ Address compliance requirements
- ▲ Improve student performance

---

---

---

---

---

---

---

---

Slide 15

**Team Membership** **TEA**

- Special education director
- Central office staff
- Campus administrators
- Special education teachers
- General education teachers
- Related services personnel
- Assessment personnel
- Parents



---

---

---

---

---

---


---

---





Slide 22

**Performance Categories** 

- Are topics within each compliance/strategy item.
- Have policy and procedures embedded.
- Include categories such as Implementation, Professional Development, Communication, etc.
- Focus on specific practices to pinpoint areas of strength and growth.
- Are assessed using the Evaluative Rubric.

---

---

---

---

---

---


---

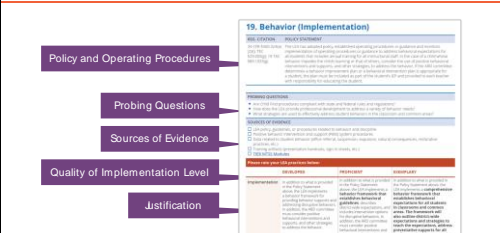
---

---

---

Slide 23

**Evaluative Rubric** 



The diagram shows five purple boxes on the left: 'Policy and Operating Procedures', 'Probing Questions', 'Sources of Evidence', 'Quality of Implementation Level', and 'Justification'. Lines connect these boxes to a central screenshot of the '19. Behavior (Implementation)' section of the Evaluative Rubric. The screenshot shows sections for 'SOLUTIONS - POLICY/PROCEDURE', 'PROBING QUESTIONS', 'SOURCES OF EVIDENCE', and a table for 'PROBING QUESTIONS' with columns for 'PROBING QUESTION', 'IMPLEMENTATION', and 'EVIDENCE'.

---

---

---

---

---

---


---

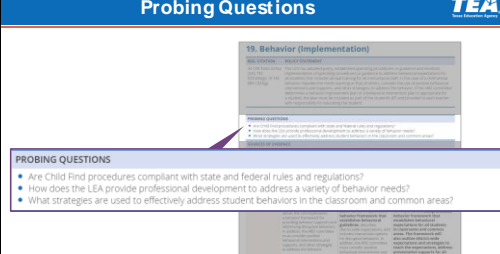
---

---

---

Slide 24

**Probing Questions** 



The screenshot shows the '19. Behavior (Implementation)' section of the Evaluative Rubric. A callout box titled 'PROBING QUESTIONS' is overlaid on the 'PROBING QUESTIONS' section of the rubric. The callout box contains the following text:

**PROBING QUESTIONS**

- Are Child Find procedures compliant with state and federal rules and regulations?
- How does the LEA provide professional development to address a variety of behavior needs?
- What strategies are used to effectively address student behaviors in the classroom and common areas?

---

---

---

---

---

---

---

---


---

---





Slide 28

**Summary Rating** 

- The Ascend platform will generate a recommended Summary Rating for each Compliance Strategy Item.
- The LEA is then to select its own overall rating for the Compliance Strategy:
  - Developed
  - Proficient
  - Exemplary

---

---

---

---

---

---


---

---

---

---

Slide 29

**Justification for Summary Rating** 

- The leadership team will write a brief justification statement that explains the strengths and needs considered by the team.
- This justification should include enough detail to support the leadership team in the future development of a Strategic Support Plan that will address the continuous improvement efforts of the LEA.

---

---

---

---

---

---


---

---

---

---

Slide 30

**Practice Activity** 

**Implementation Area: Intervention**

**Justification:** Our board has adopted a written policy and operating procedures regarding interventions for students who need academic supports. Documentation exists to demonstrate the LEA's implementation of an evidence-based framework of instructional and behavioral supports, to address student needs in general education, private schools, residential facilities, hospitals, and jails.

This practice best fits the rating:

Developed     Proficient     Exemplary

---

---

---

---

---

---


---

---

---

---

Slide 31

**Practice Activity** 

**Implementation Area: Intervention**

**Justification:** We have written policies and operating procedures regarding interventions for students needing academic and behavioral supports. Our RTI framework includes multiple tiers of supports for students in the general education setting, and we have established LEA goals for student performance.

Would this description still fit the Developed rating, or would it change the rating?

---

---

---

---

---

---


---

---

---

---

Slide 32

**Self-Assessment Summary Reports** 

- LEAs will have access to several reports that will support the leadership team's efforts to identify and prioritize areas for improvement.
- Four types of reports will be automatically generated in Ascend:
  - Detailed
  - Summary
  - Prior-Years Detailed
  - Prior-Years Summary

---

---

---

---

---

---


---

---

---

---

Slide 33

**Self-Assessment Steps Review** 

- Step 1: Consider probing questions
- Step 2: Identify sources of evidence
- Step 3: Select quality levels for each performance category
- Step 4: Select summary quality levels for each compliance/strategy item
- Step 5: Provide a written justification that describes the team decision
- Step 6: Submit the self-assessment
- Step 7: Review reports to prepare for development of a Strategic Support Plan

---

---

---

---

---

---

---


---


---

---



Slide 37

**LEA Action Planning** 



**Small Group Activity**

Use the Self-Assessment rubric to discuss possible improvement strategies an LEA could engage in to improve the rating from Developed to Proficient or Proficient to Exemplary. These activities could be part of the LEA's Strategic Support Plan.

---

---

---

---

---

---

---

---

---

---

Slide 38

 **Self-Assessment Platform**

---

---

---

---

---

---

---

---

---

---

Slide 39

---

---

---

---

---

---

---

---

---

---



Slide 43

**Step 4: Summary Rating for Compliance Strategies** 

**Summary Scoring** ✓  
Based on your answers, your recommended summary rating for this Compliance Strategy item is **Proficient**. Please select your own overall rating:

Developed  Proficient  Exemplary

Justification for Summary Rating:

---

---

---

---

---

---


---

---

---

---

Slide 44

**Step 5: Written Justification** 

**Summary Scoring** ✓  
Based on your answers, your recommended summary rating for this Compliance Strategy item is **Proficient**. Please select your own overall rating:

Developed  Proficient  Exemplary

Justification for Summary Rating:

Based on the rubric and sources of evidence, each campus has RRI processes at varying levels. We lack a district wide evidence based RRI framework. We will develop a district wide evidence based framework and each campus will fine tune their RRI processes and training.

---

---

---

---

---

---


---

---

---

---

Slide 45

**Step 6: Submit** 

Sources of Evidence ✓  Save

Implementation ✓  Save

Professional Development ✓  Save

Summary Scoring ✓  Save

Implementation  Save

---

---

---

---

---

---

---

---

---

---







Copyright © 2024, Texas Education Agency. All Rights Reserved.

Notwithstanding the foregoing, the right to reproduce the copyrighted work is granted to Texas public school districts, Texas charter schools, and Texas education service centers for non-profit educational use within the state of Texas, and to residents of the state of Texas for their own personal, non-profit educational use, and provided further that no charge is made for such reproduced materials other than to cover the out-of-pocket cost of reproduction and distribution. No other rights, express or implied, are granted hereby.

---

---

---

---

---

---

---

---