



Special Education Monitoring Updates

Regional Presentation to Special Education Directors

Division of Review and Support

Purpose



Overview of
Results Driven
Accountability
System



Actionable
Feedback



Collaborative
Planning



Sharing Your Ideas and Questions

Hyperlink

<https://bit.ly/2U2Rhxo>

QR Code



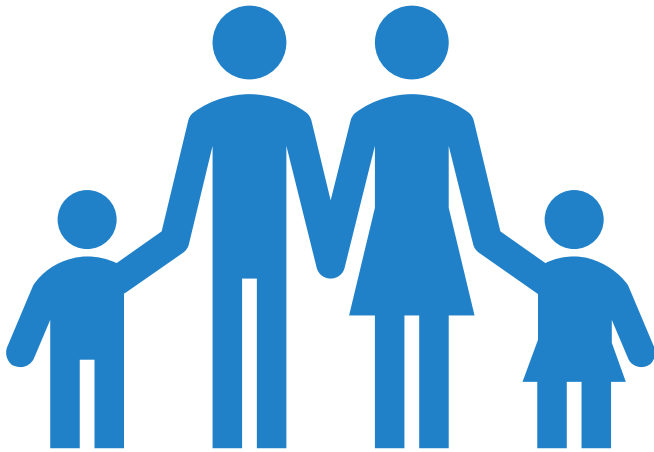


Defining the Structure



Stakeholder Feedback

What did stakeholders ask for?



- Frequent cyclical monitoring
- Timely monitoring
- Consistent monitoring
- Transparent monitoring
- Progress monitoring
- Monitoring with feedback
- Frequent on-site monitoring
- Monitoring with support solutions
- Proper notification of monitoring visits
- Publicly reported monitoring outcomes
- Appropriate monitoring timeline

Stakeholder Feedback

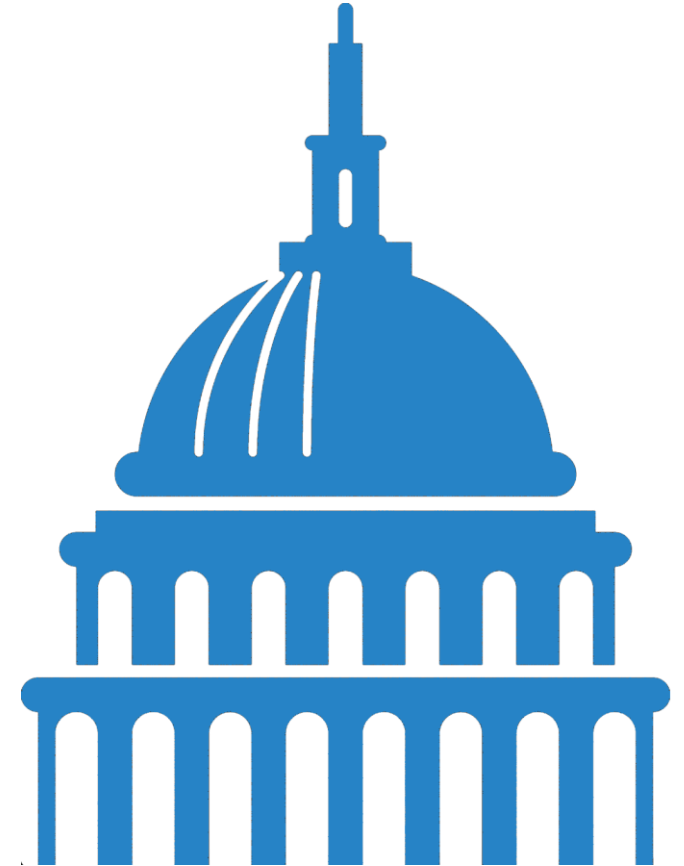
- Dyslexia*
- RTI*
- Referrals*
- Least Restrictive Environment*
- Individualized Education Programs
- Admission, Review, and Dismissal
- Classroom environment and instruction
- Behavior Intervention Plans
- Medical plans
- 504 plans
- Discipline placements
- Checklists and guidelines used in monitoring



*Specifically requested by parents

Monitoring Expectations

- ✓ To include quantitative and qualitative monitoring components
- ✓ Will be structured for 20% of LEA's to receive desk review and/or on-site review
- ✓ Will be structured for on-site reviews
- ✓ To include a process to identify bright spots and best practices
- ✓ Will be based on individualized needs of LEAs
- ✓ To be structured to monitor IDEA non-compliance
- ✓ Will include process to identify LEAs with greatest needs and provided targeted support through Div. of Escalation
- ✓ Will develop standardized monitoring processes with generated feedback
- ✓ reported to LEAs
- ✓ Will include structured processes for connecting LEAs to technical assistance



Adoption of Results Driven Accountability

Partner with Stakeholders

Drives Improved Results

Provide Data For Positive Impact on Student Results and Respond to LEA Needs

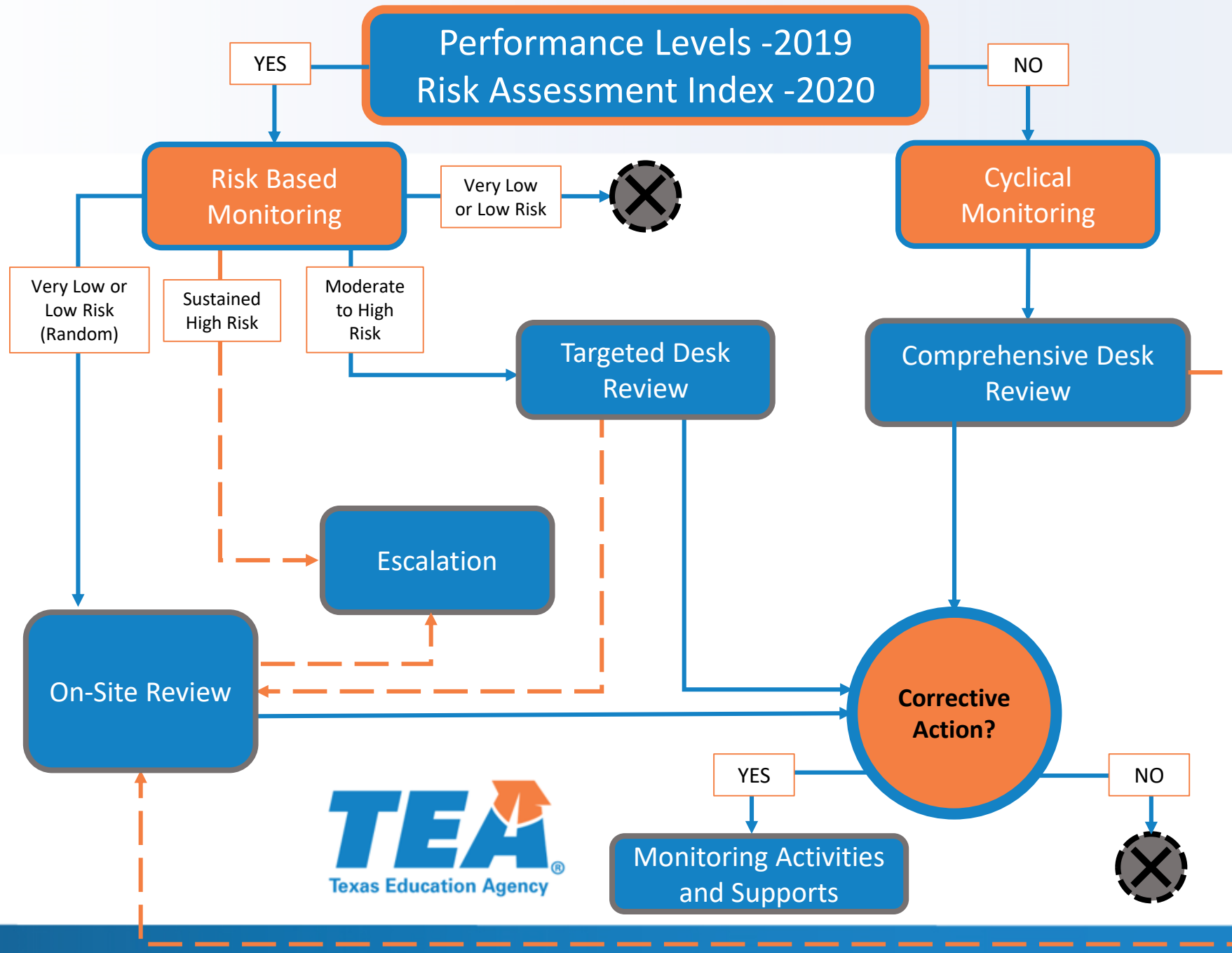
Minimize the Burden of Effort Duplication to LEAs and Interagency Operations

Protects Children and Families **(NEW!)**

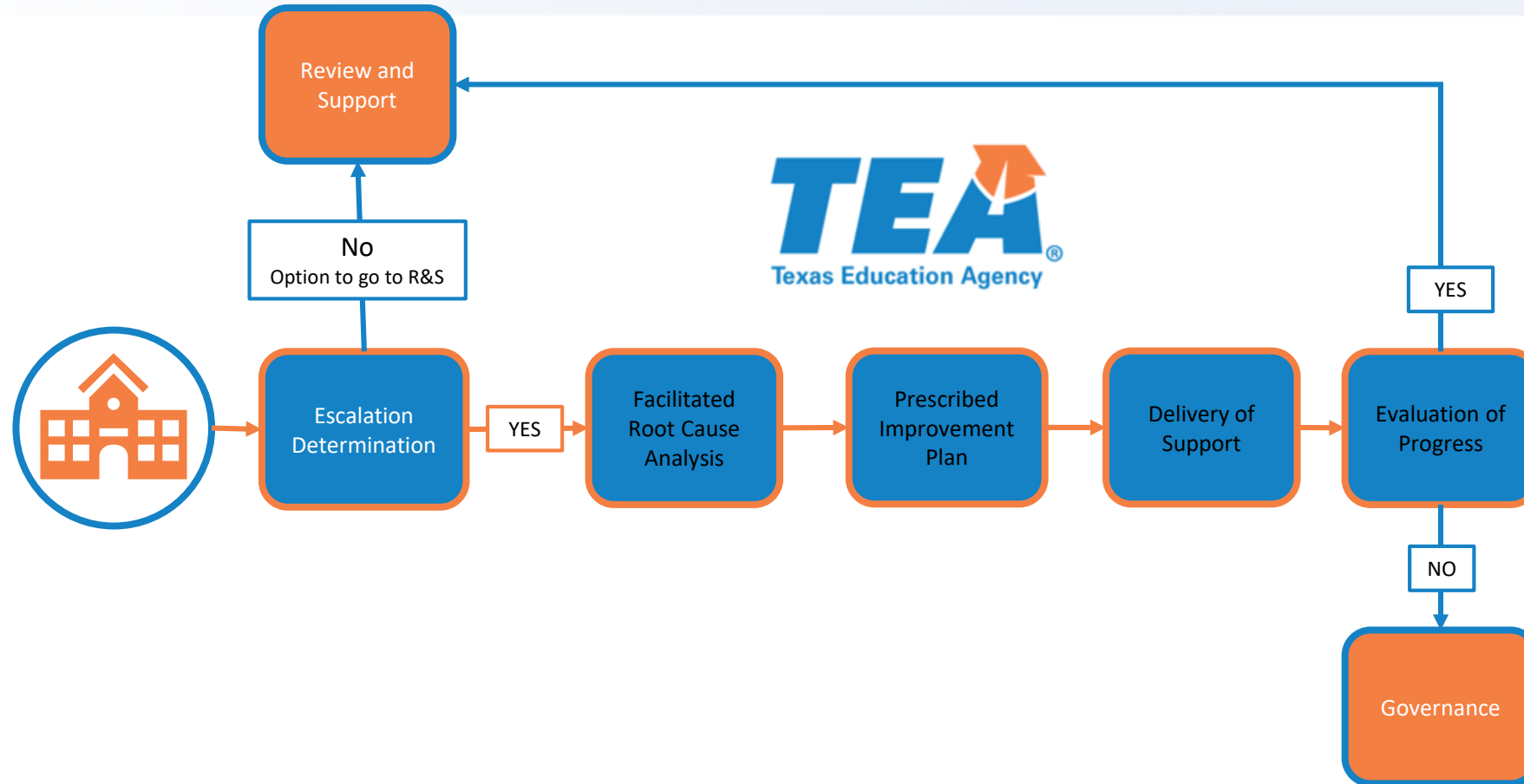
Differentiated Incentives and Supports to LEAs **(NEW!)**

Transparent and Understandable to Educators and Families **(NEW!)**

Mindset Change from Staging to Performance Level Supports **(NEW!)**



Escalation Process



Risk Assessment Index Design



Determination Indicators

- * Determination indicators in PBMS will remain the same for 2019-2020.
- * Additional indicators will be report only for data collection in 2019-2020.



Actionable data

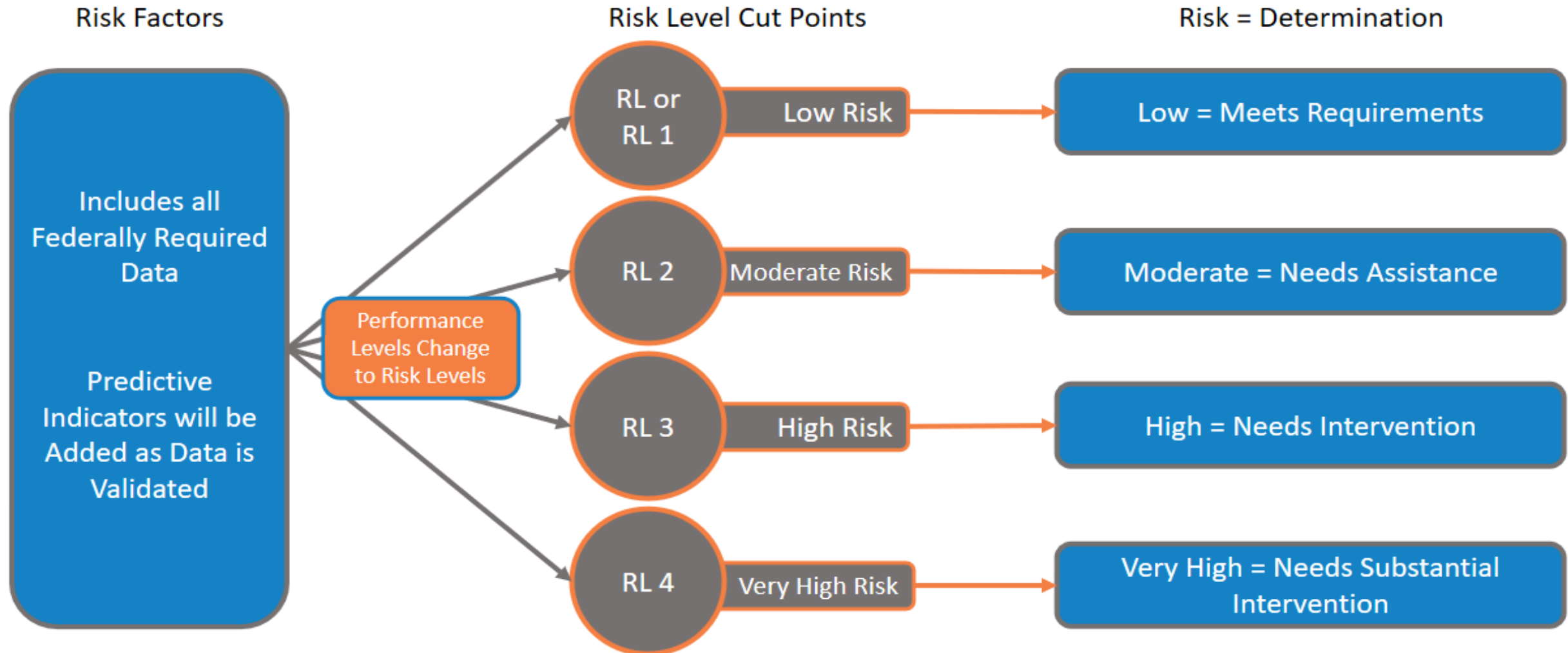
- * Risk Assessment Index will provide diagnostic data for LEAs.
- * All LEAs will receive a report of all result and compliance factors that highlight LEA strengths and weaknesses



End-User Design

- * Results-Driven Accountability will be designed to meet LEA needs.
- * Information guides and reports will seek make sense of the data for practitioner use for decision making purposes.

Risk Index Data Reporting



Improvements in Monitoring

Then:

- Performance Based Analysis System (PBMAS)
- School Improvement
- Approximately 8% -10% LEAs monitored annually
- Corrective Action Plans



Approximately
8-10%
LEAs Monitored

Now:

- Performance Based Analysis System (PBMAS)
- Review and Support Team
- Approximately 10-13% LEAs monitored
- Regional Teams
- Policy and Procedure Review
- Continuous Improvement Coaching
- Monthly Support and Communication
- Corrective Action Plans



Approximately
10-13%
LEAs Monitored

Future:

- **Results-Driven Accountability (RDA) with new Risk Assessment Index (2020)**
- Self-Assessment (**Continuous Improvement**)
- Cyclical Monitoring (**Comprehensive**)
- Targeted Monitoring (Risk)
- Approximately 20% LEAs annually
- On-site Reviews (**Best Practices and Risk**)
- Differentiated Universal Supports
- Targeted Technical Assistance
- Regional Teams (**Consistent Messaging and Communication**)
- **Professional Development for Monitoring Process**
- Corrective Action Plans



Approximately
20%
LEAs Monitored

Timeline for Future Changes

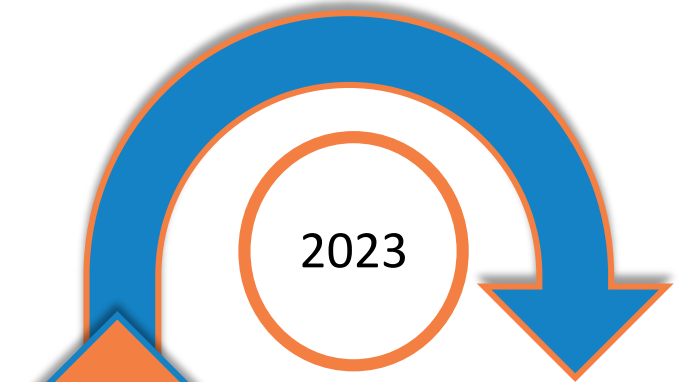
**Phase I: Rebranding of
PBMAS Adoption of Results
Driven Accountability**



**Phase II: Evaluation – year 1
Formative Evaluation of New
Risk Factors**



**Cycle of Continuous
Improvement**



**Results Driven
Accountability
Implementation** using a
Risk Assessment Index

**Phase III: Evaluation – year 2
Impact of General Monitoring
and Report on Risk Factors**

Stop and Jot

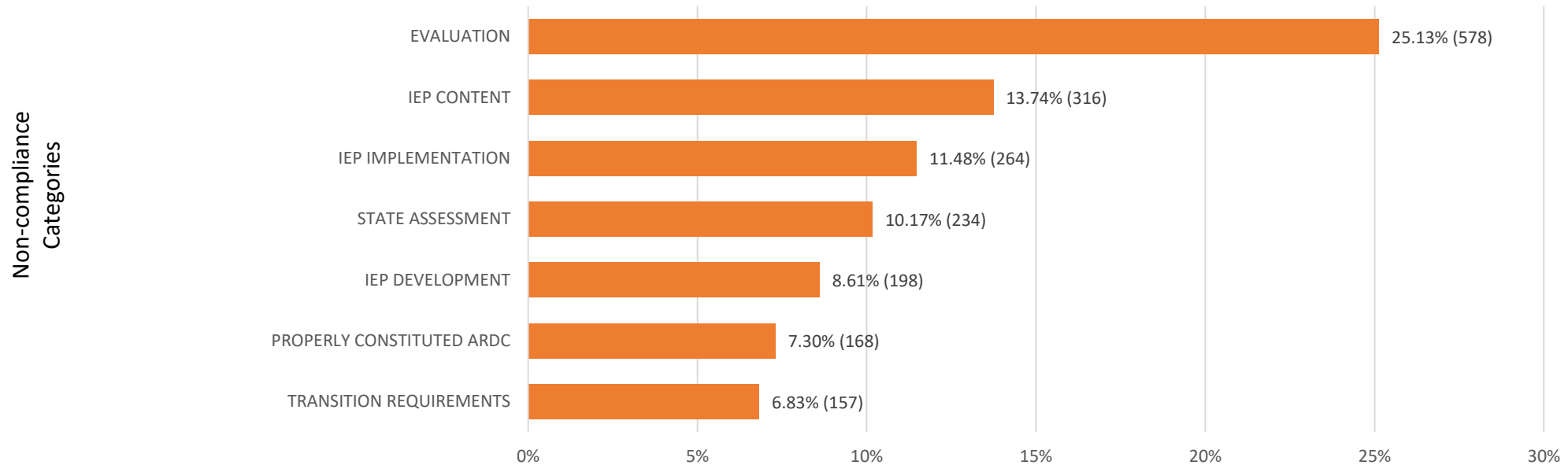
How will the proposed changes to our current practices increase positive student outcomes?



What did the data tell us?

Summary

- **Representativeness (including RFs):** 450 LEAs
- **Categories of non-compliance:** 33
- **Instances of non-compliance:** 2,300
- **Fast fact:** 21% ($n = 7$) of all non-compliance categories makes up 83% ($n = 1,915$) of all instances of non-compliance






Top seven areas of special education non-compliance in Texas from 2014 to 2018

Monitoring Review Activities

<u>Desk Review</u>	<u>On-Site Review</u>
<ul style="list-style-type: none"> • Self-Assessment Review • State Performance Plan (SPP) Data Review • Risk-Assessment Determination Review • Dispute/Complaint Data Review • Local Policy and Procedure Review • Student Data Reviews <ul style="list-style-type: none"> -Referral Documentation -Evaluation Data -Individualized Education Program (IEP) - IEP Implementation Documentation • Stakeholder Interviews 	<ul style="list-style-type: none"> • Self-Assessment Review* • SPP Data Review* • Risk-Assessment Determination Review* • Dispute/Complaint Data Review* • Local Policy and Procedure Review* • Student Data Reviews* <ul style="list-style-type: none"> -Referral Documentation -Evaluation Data -Individualized Education Program (IEP) - IEP Implementation Documentation • Stakeholder Interviews* • Introduction Meeting • Observations of IEP Implementation • Stakeholder interviews • Preliminary Suggestions and On-Site Conclusion Meeting • Public Stakeholder Feedback Meeting

*Components may have been completed as part of desk review if LEA received a desk review prior to an on-site and will not be duplicated during the on-site process.

Self-Assessment

Compliance/Strategy	Developing 	Proficient 	Exemplary 
6. Offer of Free Appropriate Public Education (FAPE) Are special education supports and services implemented with fidelity?	Special education services within the LEA are available but limited to one educational environment. Eligibility is determined by 1) the student has a disability, and 2) due to the disability, the student needs special education and related services to benefit from education.	Special education services within the LEA are available and offered across a continuum of services based on the individual needs of the student. The ARD committee makes the eligibility determination within 30 calendar days from the date of completion of the initial evaluation report, or by the first day of classes if the 30 th day falls during the summer and school is not in session.	Special education services within the LEA are reviewed and monitored by conducting an internal audit to ensure continuum of services programming for current or potential students with disabilities.
Justification for Quality Level			

Desk Review

IEP Development Checklist	Priority Diagnostic Question	Percent Compliant	Evidence: Data Used	Comments	Considerations	Clarifications
34 CFR §300.300(b)(1)	<i>Are Identification Procedures compliant with state and federal guidelines?</i>	#DIV/0!	Student Special Education Record/Deliberations: If the current IEP is an initial placement, is there consent for initial placement?		0 Prioritize compliance staff person • Create ARD/IEP checklist for case managers	How often is training/support offered to SPED staff regarding compliance and IEP development?
34 CFR §300.320(a)(1)	<i>Are the student supports and services provided with fidelity?</i>	#DIV/0!	ARD: Is there evidence that the IEP contains PLAAFPs that include how the child's disability affects their involvement and progress in the general education curriculum (describes the student's strengths and weaknesses); or for preschool children, as appropriate, how the		0 Prioritize compliance staff person • Create ARD/IEP checklist for case managers	How often is training/support offered to SPED staff regarding compliance and IEP development? How are gen ed teachers involved in developing the PLAAFP for specific content areas?
34 CFR §300.320	<i>Are the student supports and services provided with fidelity?</i>	#DIV/0!	ARD: For both special education and related services, are there measurable annual goals, academic and/or functional, based on the PLAAFPs?		0 Prioritize compliance staff person • Create ARD/IEP checklist for case managers	How often is training/support offered to SPED staff regarding compliance and IEP development? • How is collaboration among SPED teachers and service providers fostered in order to support common students? Is this

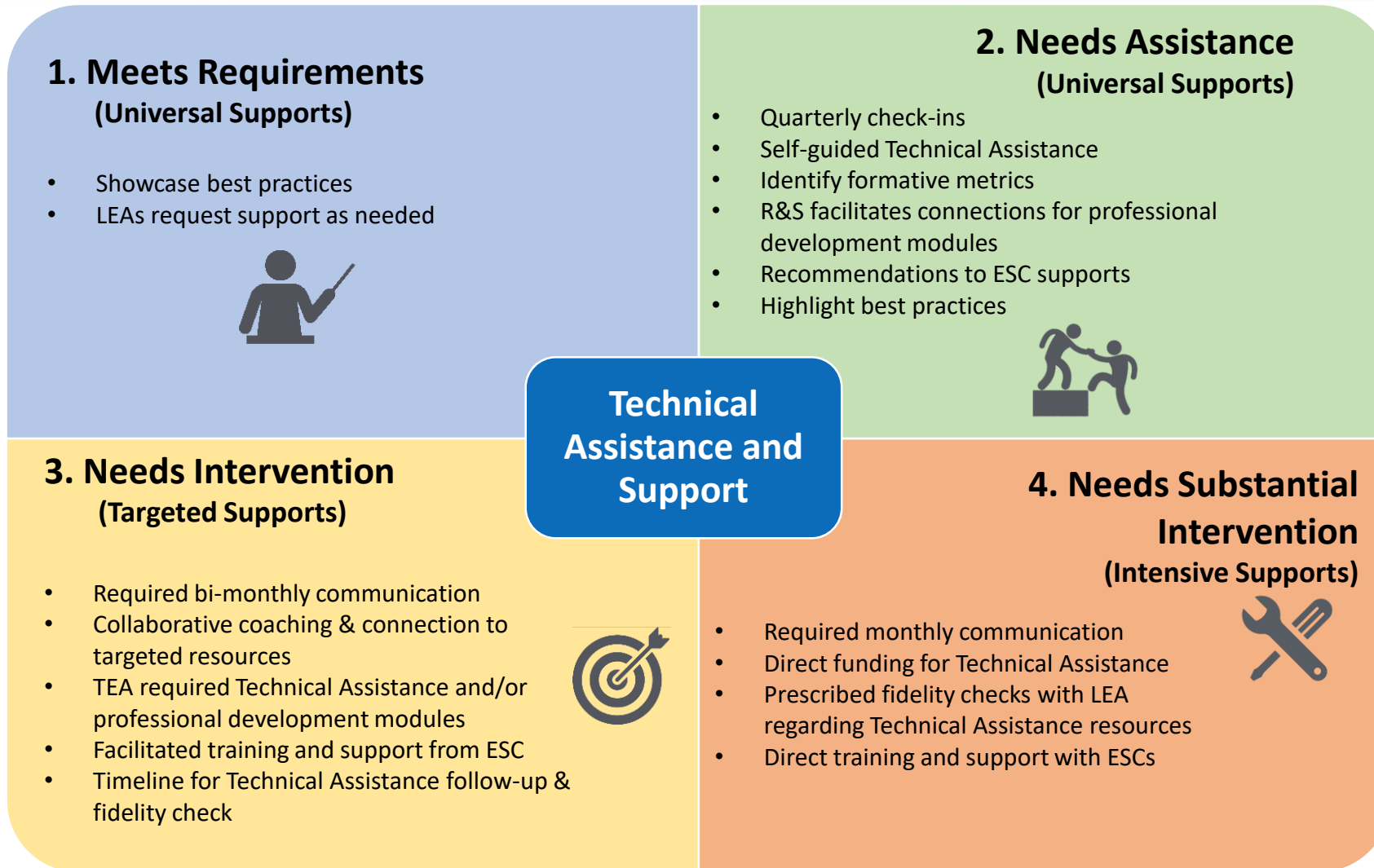
Stakeholder Feedback

Stakeholders requested the following:

- Effective classroom supports
- Technical supports
- Follow-up for improvements
- Positive rewards for best practices
- Identified interventions
- Consistent feedback
- Supported guidance for non-compliance
- Education Service Center (ESC) support



How will LEAs receive support?



Stop and Jot

What do you see as needed technical assistance to support the continuous improvement process?

What recommendations will be most valuable? What does universal and targeted supports mean to you?

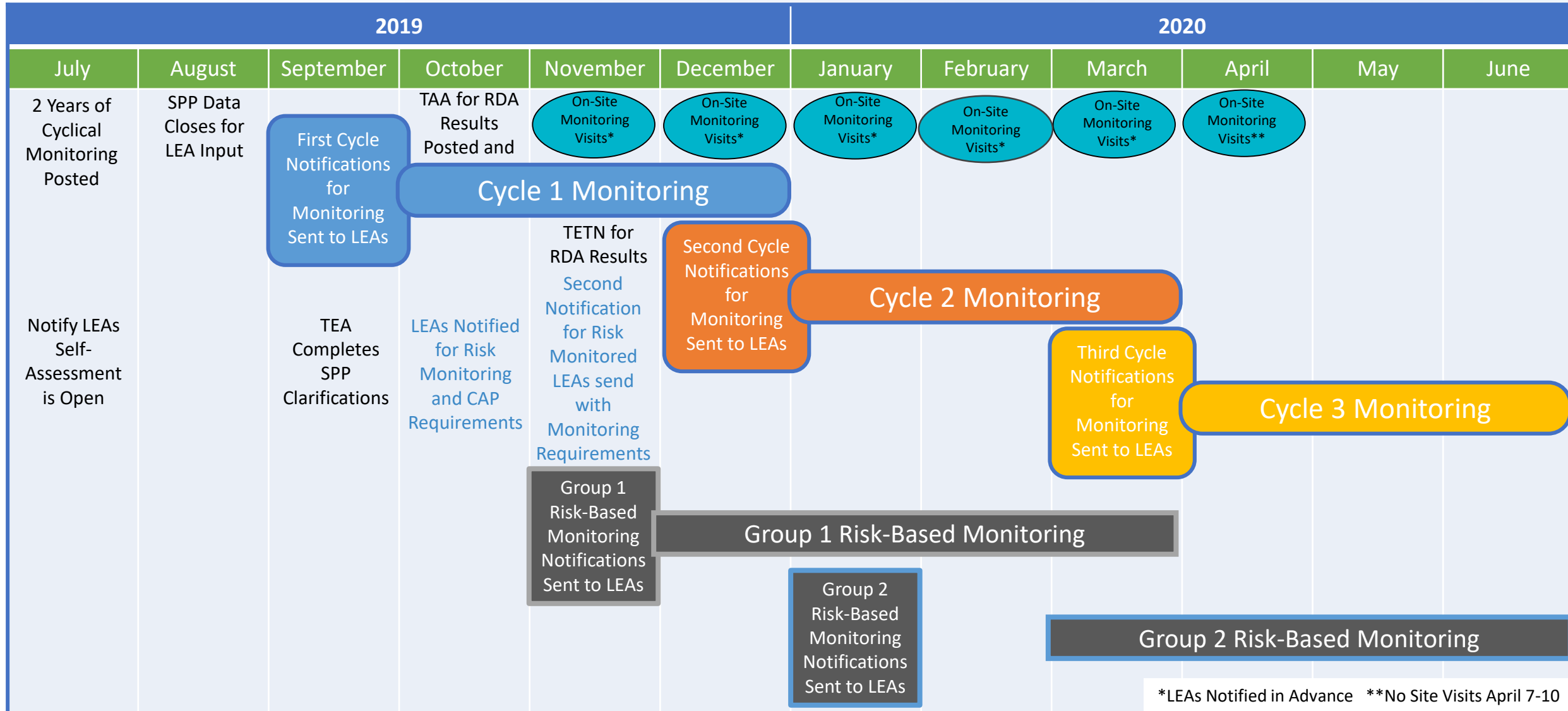
Where would you like to receive these supports? (i.e. ESC, TEA, networks, 3rd party vendors/educational consultants)



The background of the slide is a photograph of a classroom. In the foreground, a young boy with short brown hair is sitting at a desk, looking down and writing with a yellow pencil. He is wearing a light gray t-shirt. Behind him, two girls are also sitting at the desk, working on their papers. One girl has long brown hair and is wearing a pink headband. The other girl has dark hair and is wearing a green headband. On the desk, there is a yellow and green pencil box and some papers. In the background, there is a yellow bulletin board with many small papers pinned to it.

Projected Monitoring Schedule

Monitoring Schedule



*LEAs Notified in Advance **No Site Visits April 7-10

Corrective Action Plan Process

Internal Facing-Flow Chart of Non-Compliance

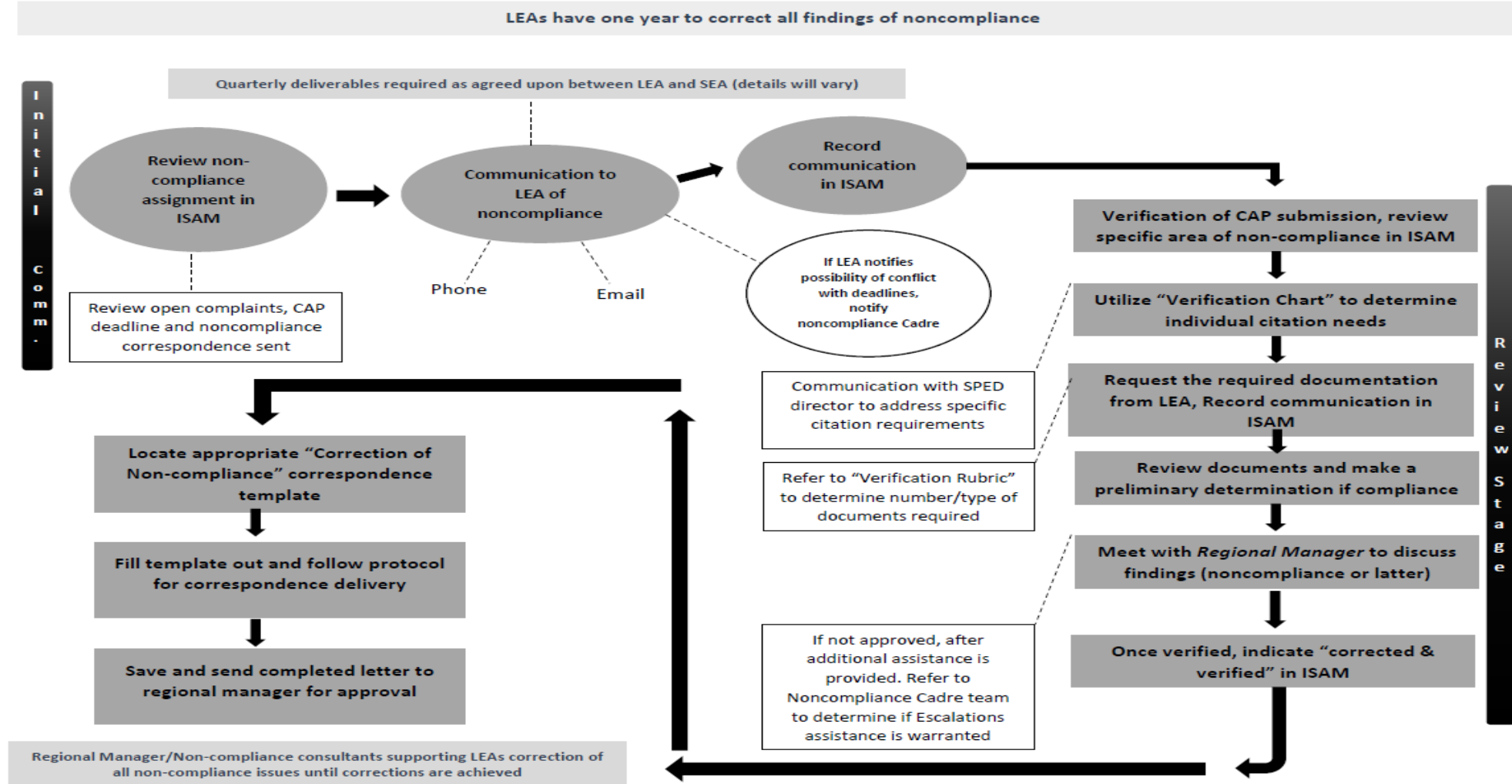




Table Talk: Feedback on Review Tools

