TCASE – State of the State

Kristin McGuire

February 2023

"Together, we are committed to high expectations and strong systems that achieve equitable outcomes for students in special populations.

TEA

Agenda
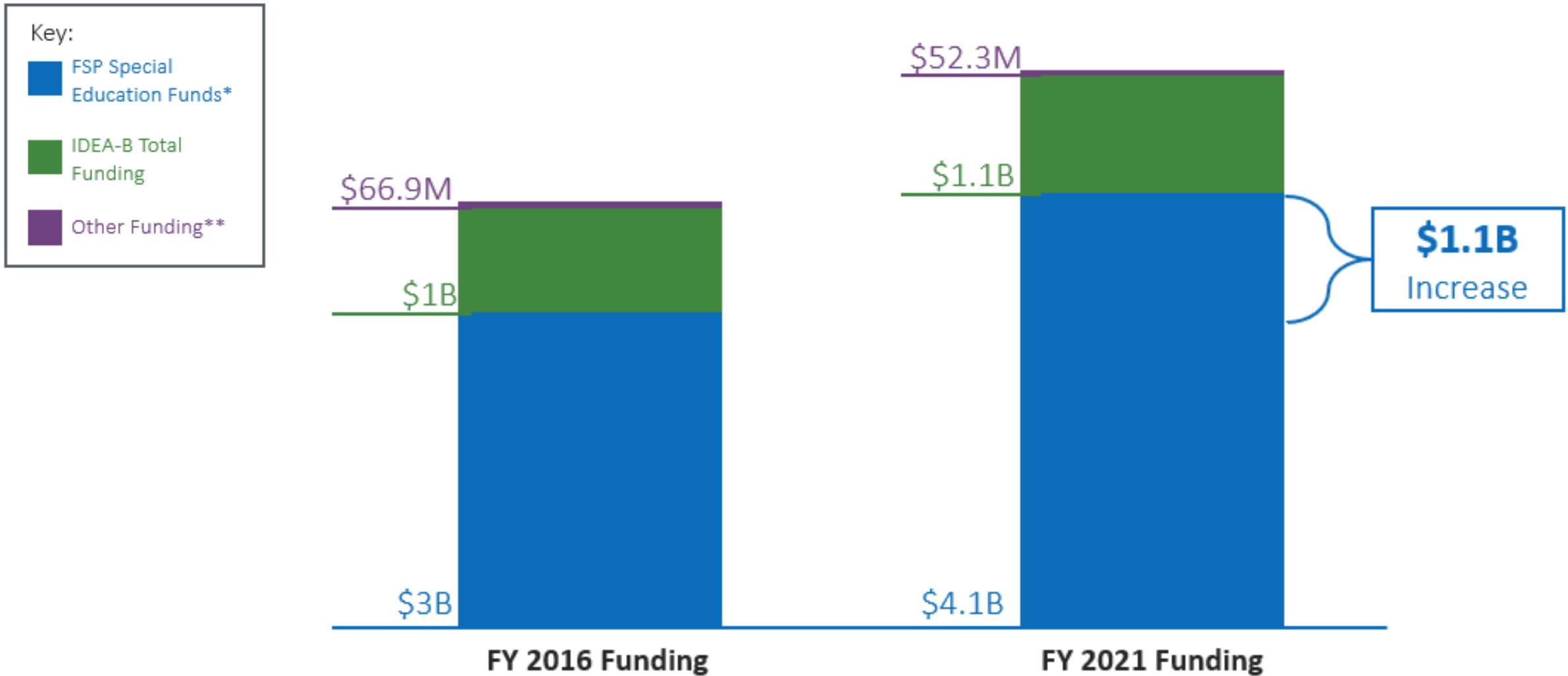
Data

TEA's Strategic Plan Refresh

Special Education Funding Commission

Data

Total Special Education funding has increased over the last five years.

Key:
- FSP Special Education Funds*
- IDEA-B Total Funding
- Other Funding**

FY 2016 Funding
- $66.9M
- $1B
- $3B

FY 2021 Funding
- $52.3M
- $1.1B
- $4.1B

$1.1B Increase

Special Education

Since 2018, a statewide strategic plan for special education has helped improve the ability of public schools to identify and serve students in need of special education supports.

MORE STUDENTS EVALUATED & SERVED

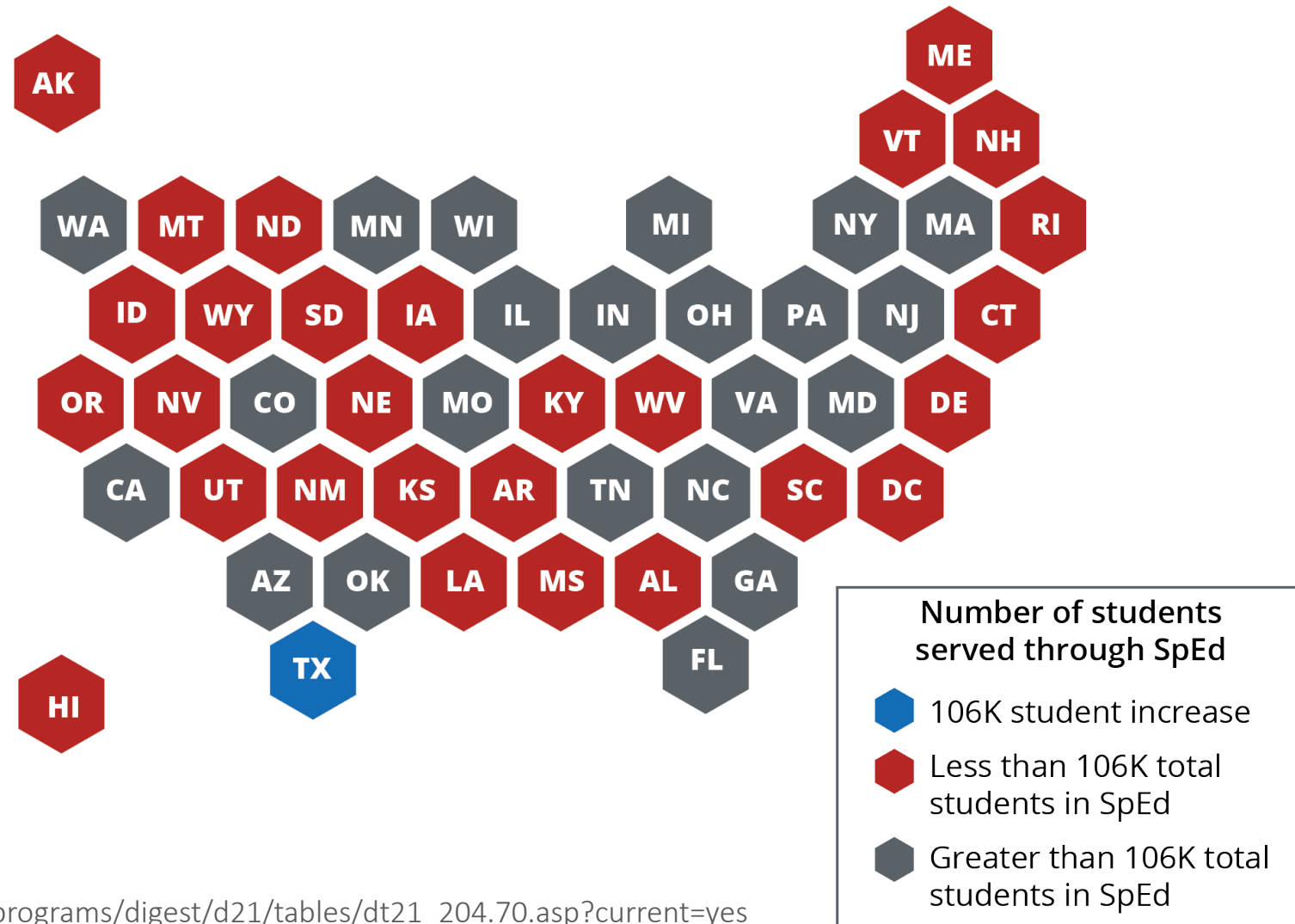| School Year	Initial Special Education Evaluations
2017-18	101,287
2018-19	138,543
2019-20	115,304
2020-21	126,079
2021-22	147,062

Initial Special Education Evaluations

School Year	Students Served in Special Education	Percent of All Students Served in Special Education
2017-18	498,320	9.2%
2018-19	531,991	9.8%
2019-20	588,829	10.7%
2020-21	605,351	11.3%
2021-22	635,340	11.7%

Students Served in Special Education   Percent of All Students Served in Special Education

Texas has identified **an additional 106,000 students** for special education in the past 4 years.

These additional students receiving services in Texas represent **more than 28 other states' total special education populations.**

Number of students served through SpEd

- 106K student increase
- Less than 106K total students in SpEd
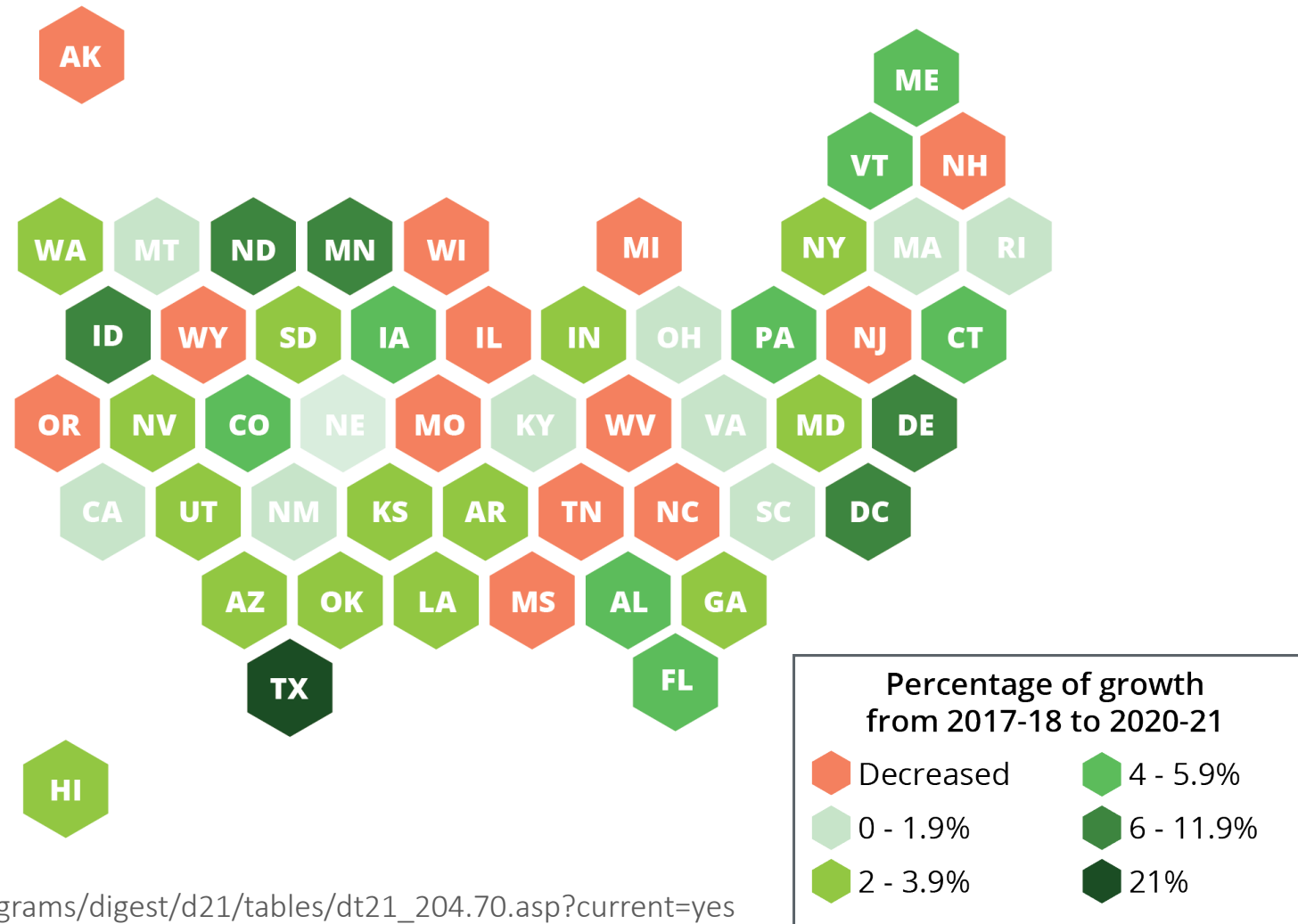- Greater than 106K total students in SpEd

Student enrollment numbers from 2020-21: https://nces.ed.gov/programs/digest/d21/tables/dt21_204.70.asp?current=yes

Texas has identified an **additional 106,000 students for special education in the past 4 years**. This makes up almost **half the national growth** in special education (218,492 national growth).

Texas has grown over 20% in the number of students served through special education since the 2017-18 school year. The nation as a whole represents a 3% growth.

13 states decreased in their number of students served through special education.

Percentage of growth from 2017-18 to 2020-21

- Decreased
- 0 - 1.9%
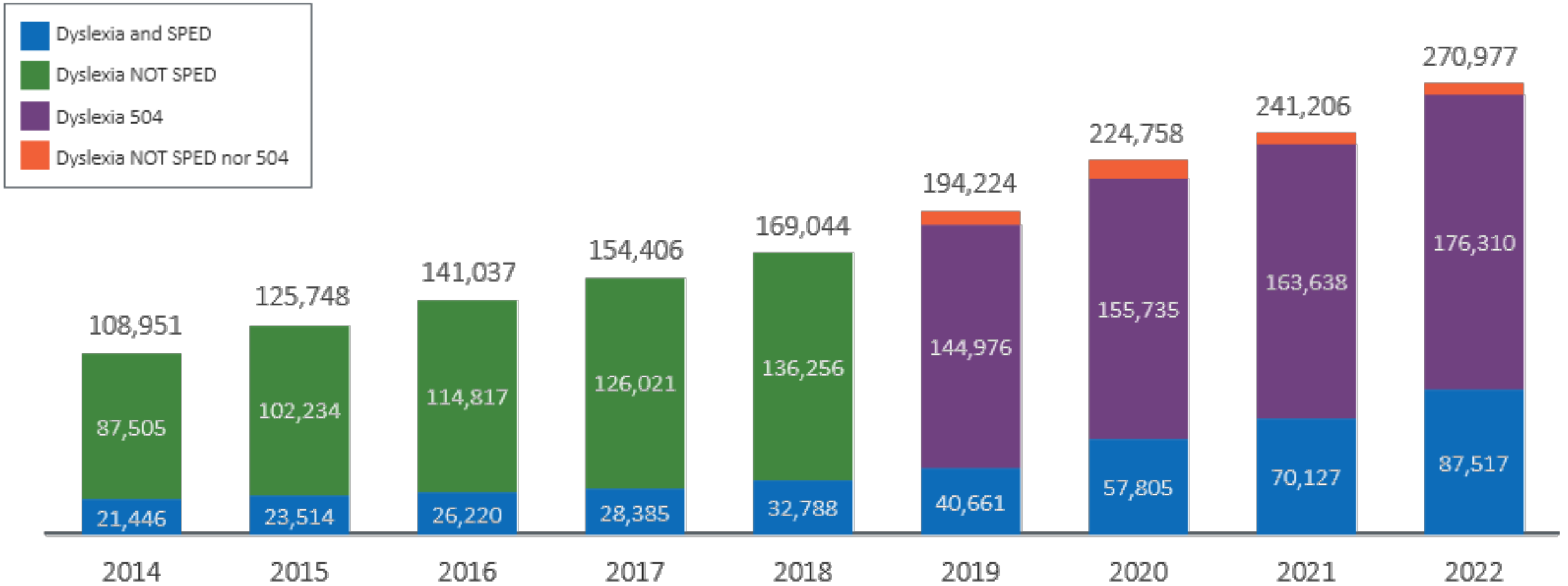- 2 - 3.9%
- 4 - 5.9%
- 6 - 11.9%
- 21%

Student enrollment numbers from 2020-21: https://nces.ed.gov/programs/digest/d21/tables/dt21_204.70.asp?current=yes

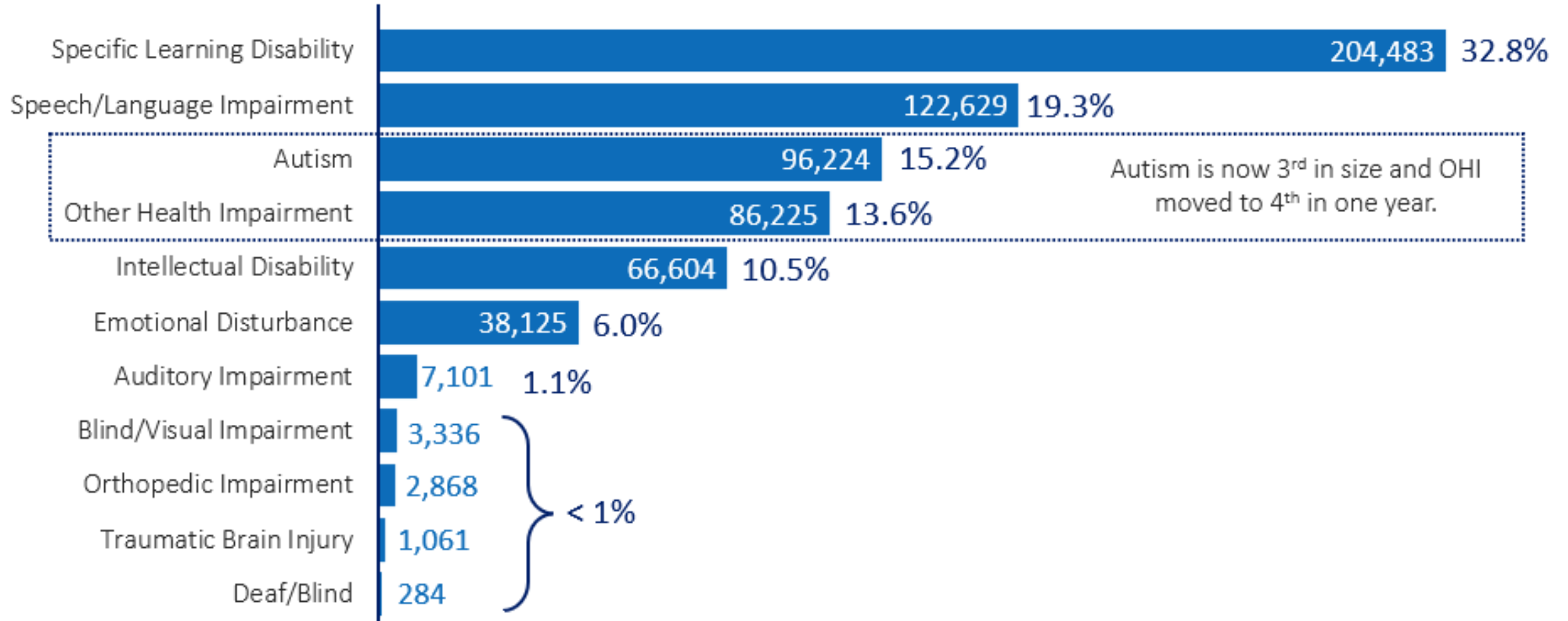# Students identified with dyslexia continues to increase.

In the last 6 years, there has been more then 2x growth in students served.

Legend:
- Dyslexia and SPED (blue)
- Dyslexia NOT SPED (green)
- Dyslexia 504 (purple)
- Dyslexia NOT SPED nor 504 (orange)

Year	Total	Dyslexia and SPED	Dyslexia NOT SPED	Dyslexia 504
2014	108,951	21,446	87,505	
2015	125,748	23,514	102,234	
2016	141,037	26,220	114,817	
2017	154,406	28,385	126,021	
2018	169,044	32,788	136,256	
2019	194,224	40,661		144,976
2020	224,758	57,805		155,735
2021	241,206	70,127		163,638
2022	270,977	87,517		176,310

TEA started to collect 504 information in 2019.

Specific learning disabilities continues to make-up almost one-third of students served through special education – and even grew by over 13,000 students.
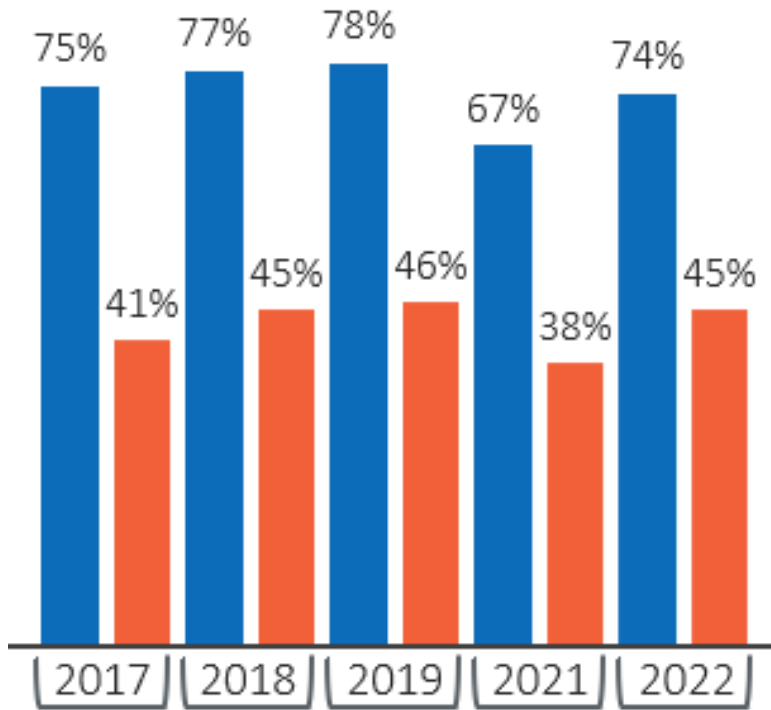

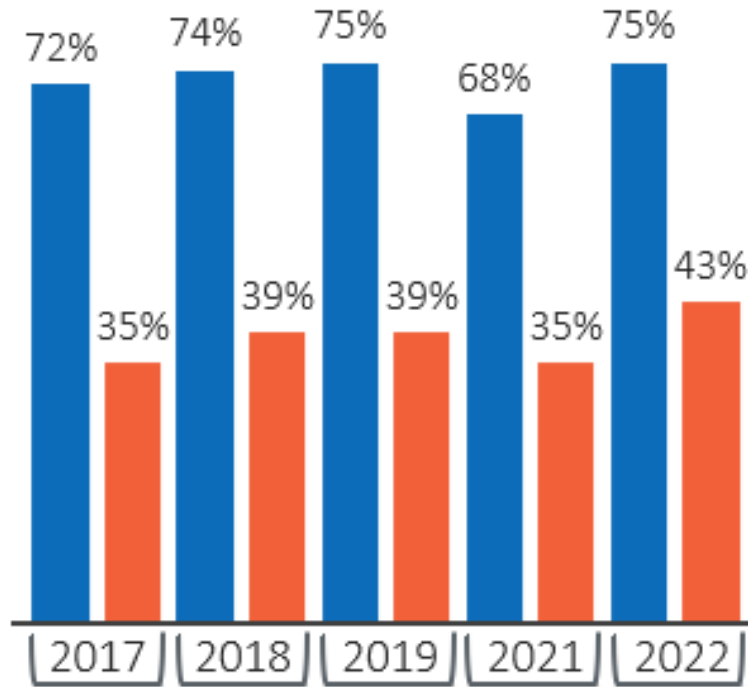Autism is now 3rd in size and OHI moved to 4th in one year.

Category	Count	Percent
Specific Learning Disability	204,483	32.8%
Speech/Language Impairment	122,629	19.3%
Autism	96,224	15.2%
Other Health Impairment	86,225	13.6%
Intellectual Disability	66,604	10.5%
Emotional Disturbance	38,125	6.0%
Auditory Impairment	7,101	1.1%
Blind/Visual Impairment	3,336	< 1%
Orthopedic Impairment	2,868	< 1%
Traumatic Brain Injury	1,061	< 1%
Deaf/Blind	284	< 1%

SY 2021-2022

Students served through special education are still falling below their same age peers.

Students with disabilities continue to graduate high school at lower rates than their peers. Dropout rates for students with disabilities continues to be higher as well.
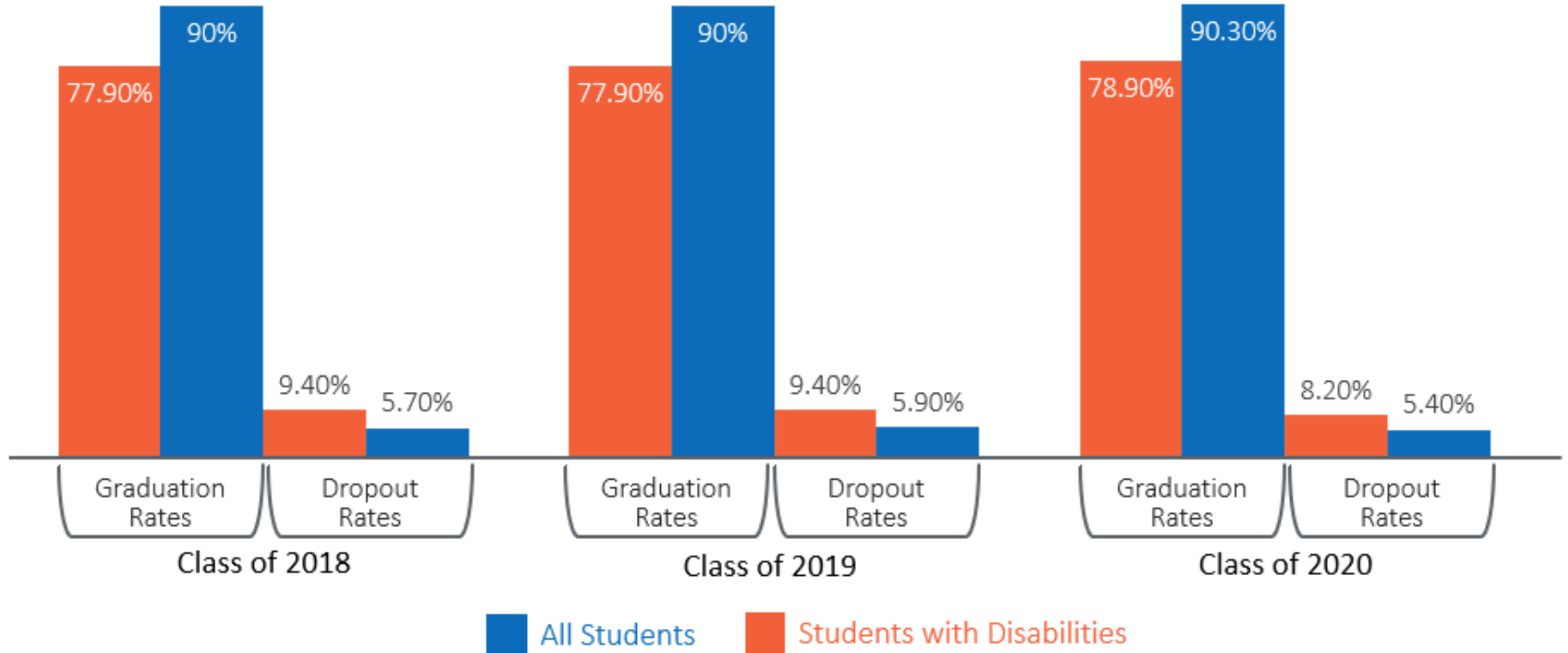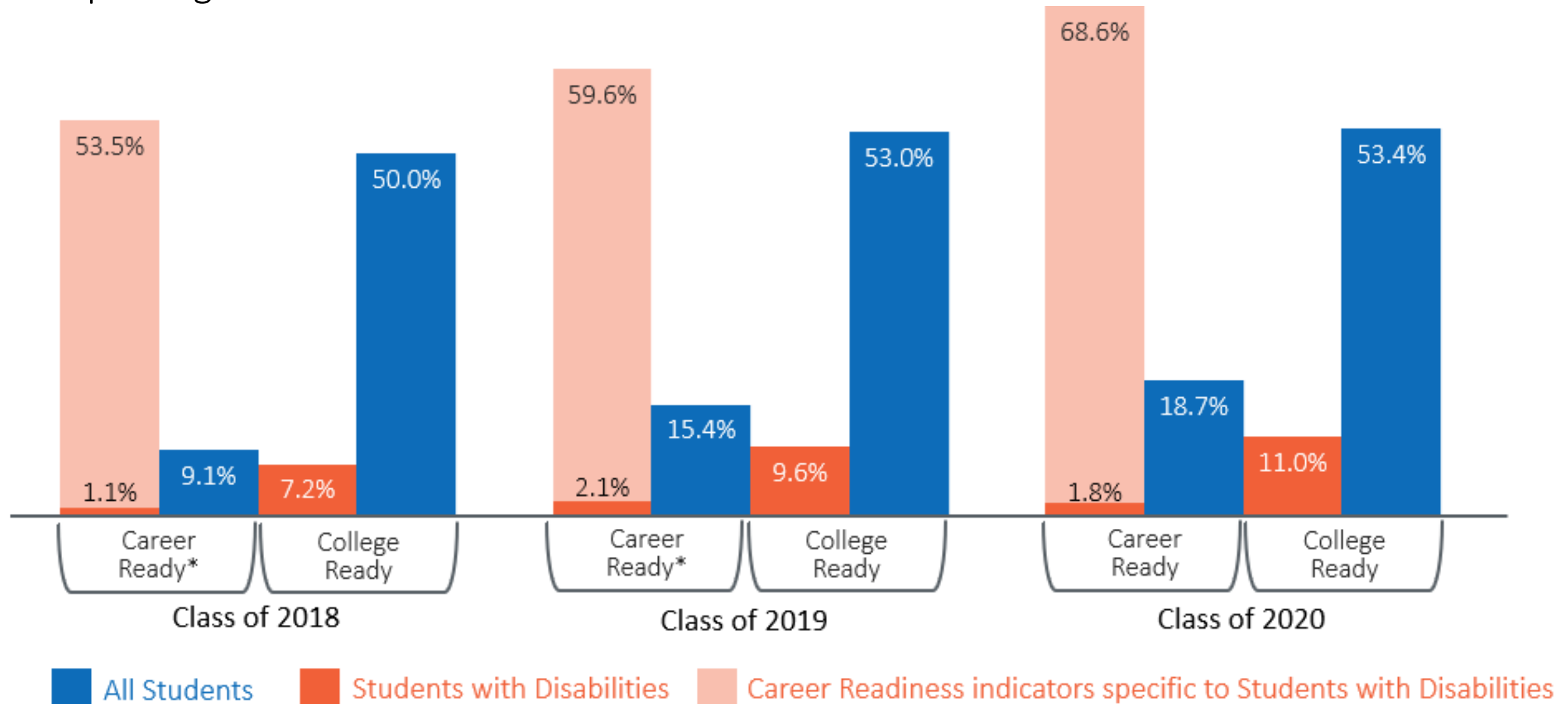
Students with disabilities continue to be less college ready than their peers, but readiness is improving.

	Class of 2018	Class of 2019	Class of 2020
Career Ready* (Career Readiness indicators specific to Students with Disabilities)	53.5%	59.6%	68.6%
Career Ready* (All Students)	9.1%	15.4%	18.7%
Career Ready* (Students with Disabilities)	1.1%	2.1%	1.8%
College Ready (All Students)	50.0%	53.0%	53.4%
College Ready (Students with Disabilities)	7.2%	9.6%	11.0%

Legend:
- **All Students**
- **Students with Disabilities**
- **Career Readiness indicators specific to Students with Disabilities**

TEA's Strategic Plan Refresh

Every Child, Prepared for Success in College, Career, or the Military

Strategic Priorities

- Recruit, support and retain teachers and principals.
- Build a foundation for reading and math.
- Connect high school to career and college.
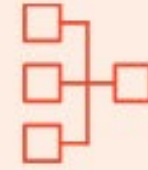- Improve low-performing schools.

Key Actions

- Supported Educators
- Ready Students
- Rigorous Engagement
- Aligned Systems
- Actionable Goalsetting

Continuous Improvement

Special Education Initiatives and Ongoing Work

| SpEd Specialized Supports | Supplemental Special Education Services (SSES) | SpEd General Supervision | SpEd Infrastructure and Static Supports |

Special Education Initiatives and Ongoing Work

SpEd Specialized Supports	Supplemental Special Education Services (SSES)	SpEd General Supervision	SpEd Infrastructure and Static Supports

Technical Assistance Resources

Guidance Documents

Technical Assistance Guides

Grant to increase capacity:
Speech-Language Pathology Master's (SLP) Degree Program Statewide Distance Venue

Standards-Based IEP Process Training for Evaluation Personnel and Administrators
Two new trainings

Texas Dyslexia Academy 1-6

- TDA 1: Dyslexia Foundations
- TDA 2: The Dyslexia Handbook (all LEAs in Texas were required to take this training and assure in Legal Framework)
- TDA 3: Considerations for Emergent Bilingual Students
- TDA 4: SPED 101 (coming soon)
- TDA 5: Screening for Dyslexia
- TDA 6: Dysgraphia (coming soon)

Technical Assistance – Network Resources:

TSLAT — Texas Statewide Leadership for Autism Training

TSLAT's Mentor Guides

Mentor's Guide for Onboarding General Education Teachers — This guide is intended to be a resource for the specialist or mentor on boarding a general educator new to teaching or new to teaching students with autism.

Mentor's Guide for Onboarding Special Education Teachers — This guide is intended to be a resource for the specialist or mentor on boarding a special educator new to teaching or new to teaching students with autism.

Mentor's Guide for Behavioral Evidence-Based Practice Training — The audiences for this guide are knowledgeable specialists or mentors. This guide is intended to be a resource for the specialist or mentor supporting educators and other LEA staff.

T·I·E·R

Creating an Assessment Plan — The course provides guidelines for developing an assessment plan to effectively implement a multi-tiered system of supports (MTSS). This course includes strategies for effectively using assessment data to support student...
FREE | 4 credits

Creating the Instructional Program — This course provides districts and campuses with guidelines for planning and implementing an instructional program. This course is designed for anyone who is in charge of making decisions about a district's use...
FREE | 4 credits

Tiered Interventions Using Evidence-Based Research (TIER) trainings

TEXAS TRANSITION — Student-Centered Transitions Network

Pathways — The Texas Transition & Employment Guide to a Successful Life After High School for Students with Disabilities

Texas Transition and Employment Guide

Writing Appropriate Measurable Postsecondary Goals
Self-paced, Online Training

Writing Appropriate Measurable Postsecondary Goals
Self-paced
4 credits
Enroll

TX CAN — Texas Complex Access Network

Write Rigorous, High-Quality IEPs for Students with Complex Access Needs

TX CAN Administrator Video Series

Effective Practices for the Education of Students with Significant Cognitive Disabilities
Educator, Administration, Inclusion, English
Video

Recognizing Presuming Competence in Practice
Educator, Administration, Inclusion, English
Video

Technical Assistance Guidebooks

bit.ly/TAGuides

Technical Assistance:
Individualized Education Program (IEP) Development
Updated January 2023

Technical Assistance:
Section 504
Updated January 2023

Updated IEP Development and Section 504 Guides coming this Spring.

Technical Assistance:
Behavior Supports and Guidance for Students with Disabilities
Updated October 2022

Asistencia técnica:
Apoyos y orientación en materia de comportamiento para estudiantes con discapacidades
Fecha de actualización: octubre de 2022

Behavior Guide now also available in Spanish.

Technical Assistance:
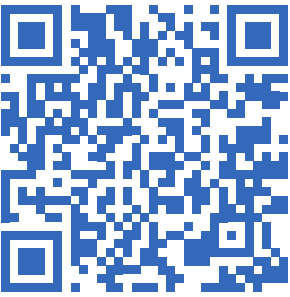**Child Find & Evaluation**
Revised June 2020

Child Find & Evaluation Guide also available now.

Grants Open Now

Innovative Services to Students with Autism Grant Award

Innovative Services for Students with Autism Grant 2023-2024

Increase local capacity to serve students with autism ages three through 21.

Purpose of Grant:

To increase LEA capacity to implement innovative programs that effectively serve students with autism ages 3 through 21.

Who is eligible to apply?

School districts and open-enrollment charter schools are eligible to apply for the grant*.

Where can I apply?

go.esc13.net/autism-grant-award-program/

When are Applications Due?

March 3, 2023

*Current recipients of the two-year 2022–2024 Innovative Services for Students with Autism Grant are not eligible to apply.

Grants Open Now

Dyslexia Grant Award Program for LEAs

Where can I apply?

www.dyslexiagrantawardprogram.net

When are Applications Due?
February 24, 2023

Purpose of Grant:

Aims to increase an LEA's capacity to appropriately serve students with dyslexia and related disorders by providing:

A. high-quality training to classroom teachers and administrators in meeting the needs of students with dyslexia and/or

B. training to intervention staff resulting in appropriate credentialing related to dyslexia.

Who is eligible to apply?

School districts and open-enrollment charter schools are eligible to apply for the grant*.

*Current recipients of the two-year 2022–2024 Dyslexia Grant Award Program are not eligible to apply.

Integration:

Review and collaboration with the development and launch of
Texas Home Learning (THL) Materials

EUREKA MATH
TEKS EDITION

PhD SCIENCE
TEKS EDITION

Teaching Strategies for Texas

Amplify ELAR TEXAS

Amplify. TEXAS
ELEMENTARY LITERACY PROGRAM
LECTOESCRITURA EN ESPAÑOL

CL TEXAS MATH SOLUTION

Developed tools aligned to THL – Specially Designed Instruction Field User Guides and Accommodation Companion Guides
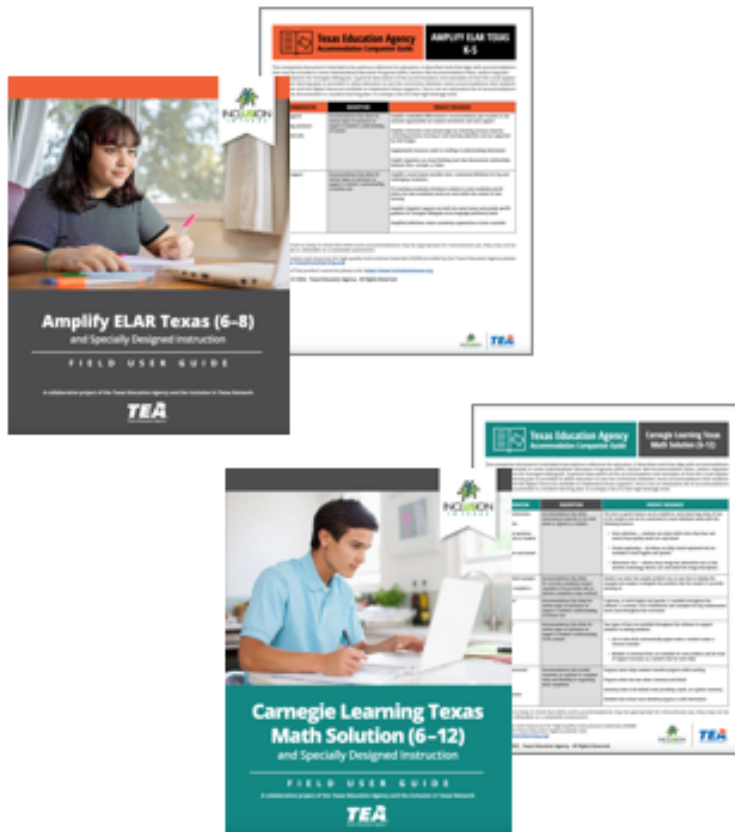
Provided synchronous support sessions for LEAs in the RSSP cohort around virtual learning considerations for students with disabilities.

Reviewed blueprints and training materials for CRIMSI pilot trainings and provided feedback to improve the CRIMSI PD to better meet the needs of students with disabilities.
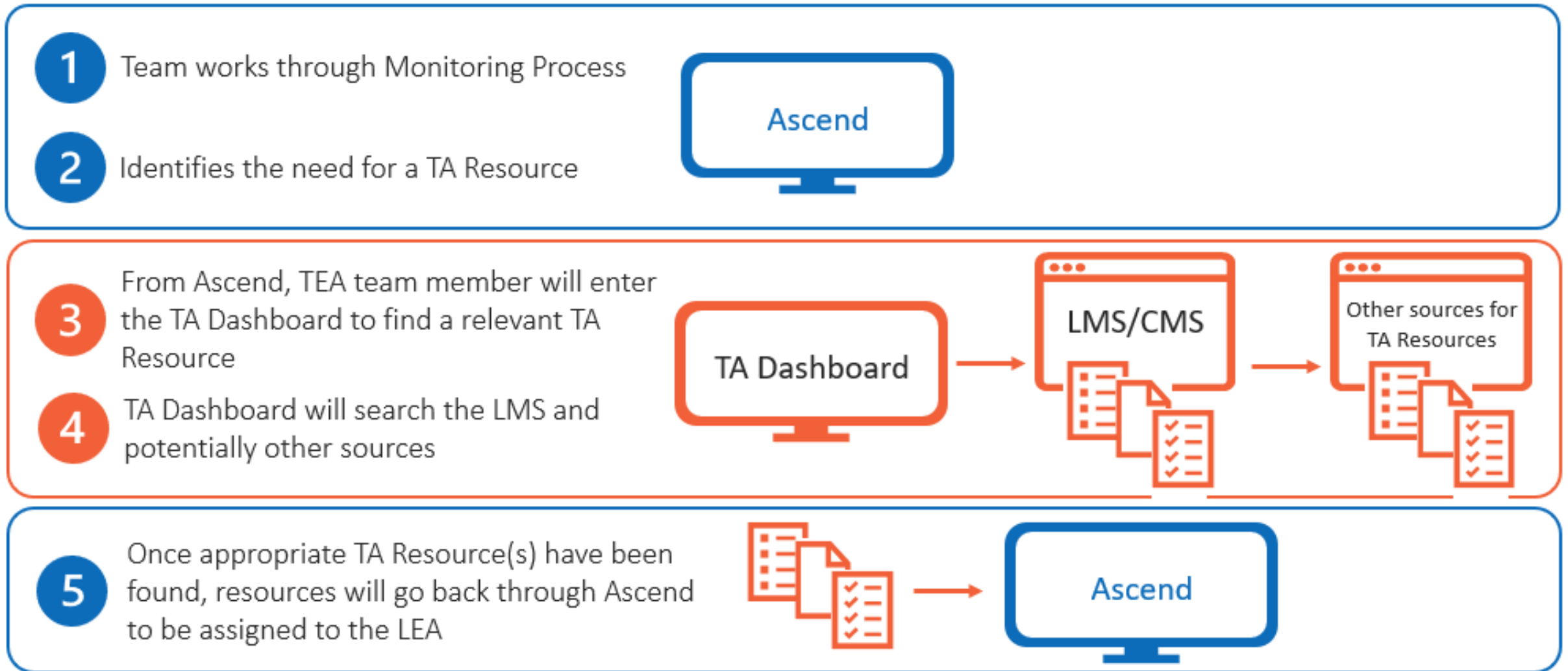
Technical Assistance Dashboard (TAD)

An **efficient system for assigning technical assistance** to Local Education Agencies (LEAs) **aligned to outcomes from DMS monitoring and self-assessment**, so that LEA improvement plans will be more effective in implementing systems that **improve compliance and outcomes for students** served by special education.
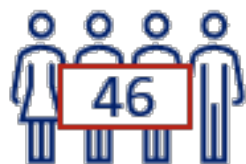
Technical Assistance Dashboard (TAD)

1 Team works through Monitoring Process

2 Identifies the need for a TA Resource

Ascend

3 From Ascend, TEA team member will enter the TA Dashboard to find a relevant TA Resource

4 TA Dashboard will search the LMS and potentially other sources

TA Dashboard → LMS/CMS → Other sources for TA Resources

5 Once appropriate TA Resource(s) have been found, resources will go back through Ascend to be assigned to the LEA

Ascend

TEA

*any user with an account can search the TA resources in the TA Dashboard

ESC SpEd Liaisons

ESC SpEd Liaisons grant is in its **6th** year.

46 ESC SpEd Liaisons across all 20 regions.

Providing direct sustained support to **58** LEA Leadership Teams on systems improvement for SpEd.

Providing sustained connection support to **120** campus and district leaders

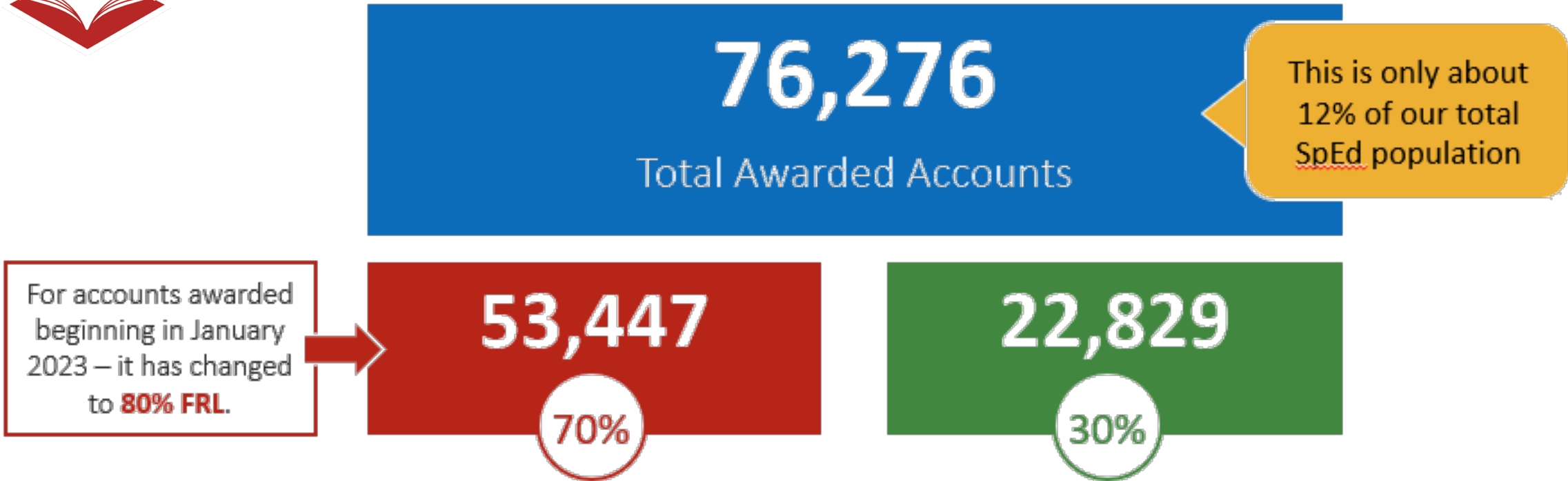# Special Education Initiatives and Ongoing Work

SpEd Specialized Supports

Supplemental Special Education Services (SSES)

SpEd General Supervision

SpEd Infrastructure and Static Supports

To date, we've awarded accounts to over 80% of eligible applicants.

76,276

Total Awarded Accounts

This is only about 12% of our total SpEd population

For accounts awarded beginning in January 2023 – it has changed to **80% FRL**.
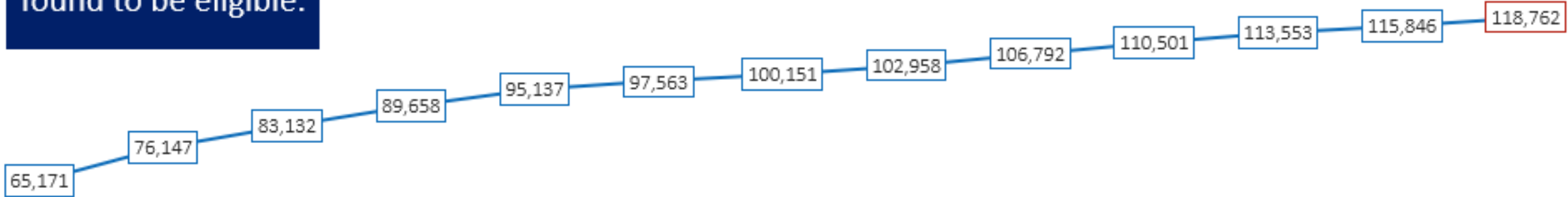
53,447

70%

22,829

30%

SSES gives priority to families with a low-socioeconomic status, TEA determines this based off a student's Free or Reduced Lunch (FRL) coding.

■ Free or Reduced Lunch (FRL) eligible   ■ Not Free or Reduced Lunch (FRL) eligible

The number of SSES applications continues to grow daily.

While the number of applications per day has decreased from 2021, we are still receiving an average of 153 applications on school days and 35 on non-school days (weekends/holidays).

Of these applicants, roughly 80% are found to be eligible.

JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN
2022												2023

Data values: 65,171 · 76,147 · 83,132 · 89,658 · 95,137 · 97,563 · 100,151 · 102,958 · 106,792 · 110,501 · 113,553 · 115,846 · 118,762

Data from Feb. 1, 2022

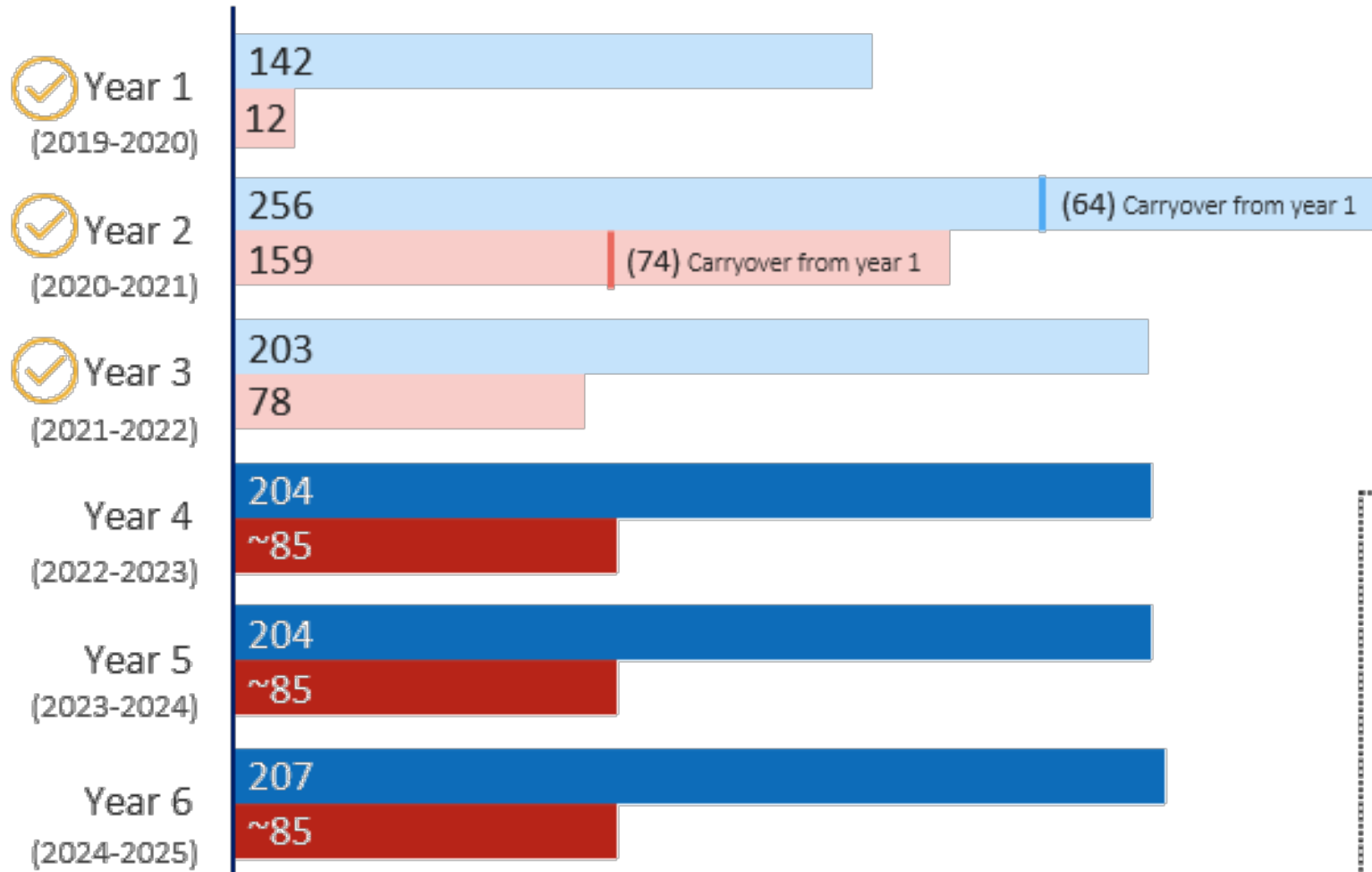# Special Education Initiatives and Ongoing Work

SpEd Specialized Supports

Supplemental Special Education Services (SSES)

SpEd General Supervision

SpEd Infrastructure and Static Supports

The first half of the cyclical reviews have been completed.

~23% LEAs monitored annually

|	
Year 1 (2019-2020) ✓	142 / 12
Year 2 (2020-2021) ✓	256 — (64) Carryover from year 1 / 159 — (74) Carryover from year 1
Year 3 (2021-2022) ✓	203 / 78
Year 4 (2022-2023)	204 / ~85
Year 5 (2023-2024)	204 / ~85
Year 6 (2024-2025)	207 / ~85

Cyclical Reviews – These LEAs would NOT have been monitored under the prior monitoring system

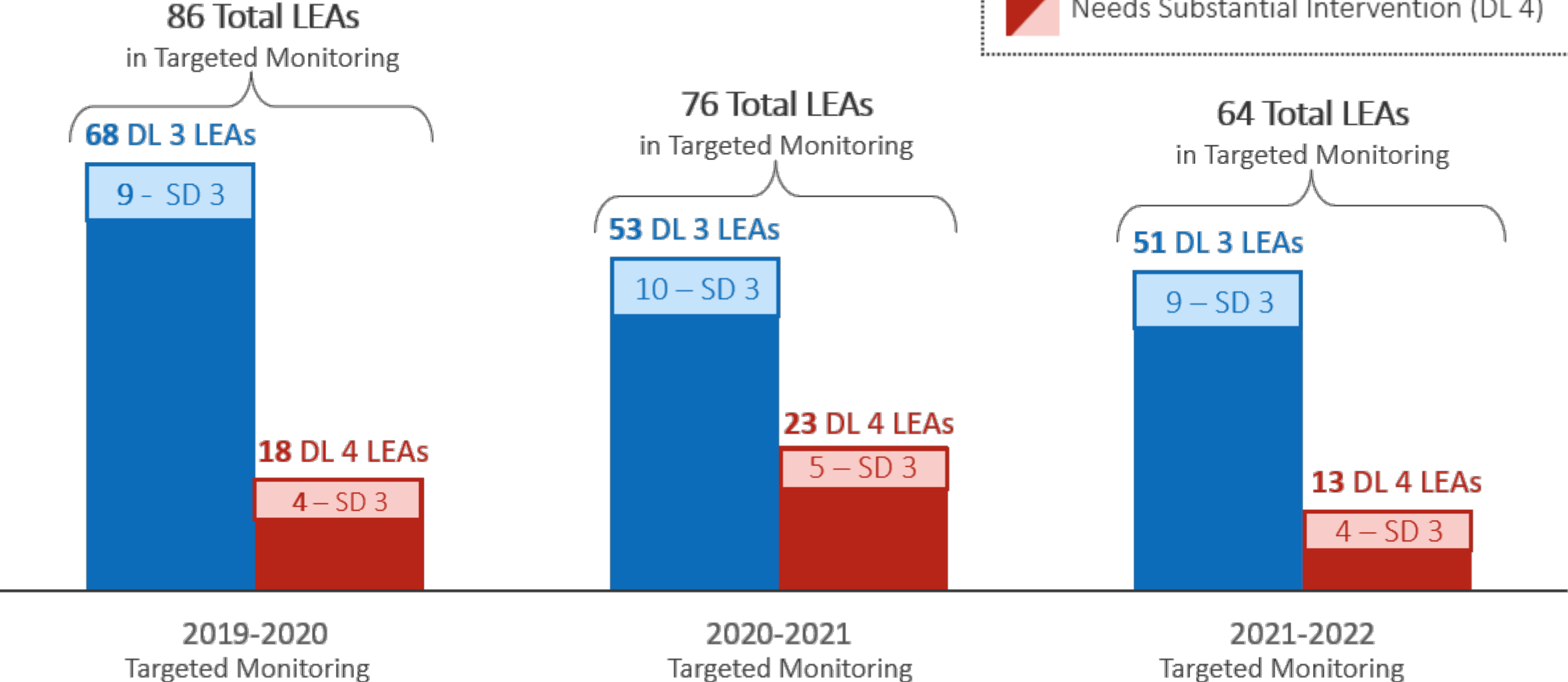Completed/Projected Targeted Reviews

Six-year Monitoring Cycle Snapshot

Districts ■ □
Charters ■ □

Cycle 4, 5, and 6

Total = **619*** LEAS to be monitored

104

515
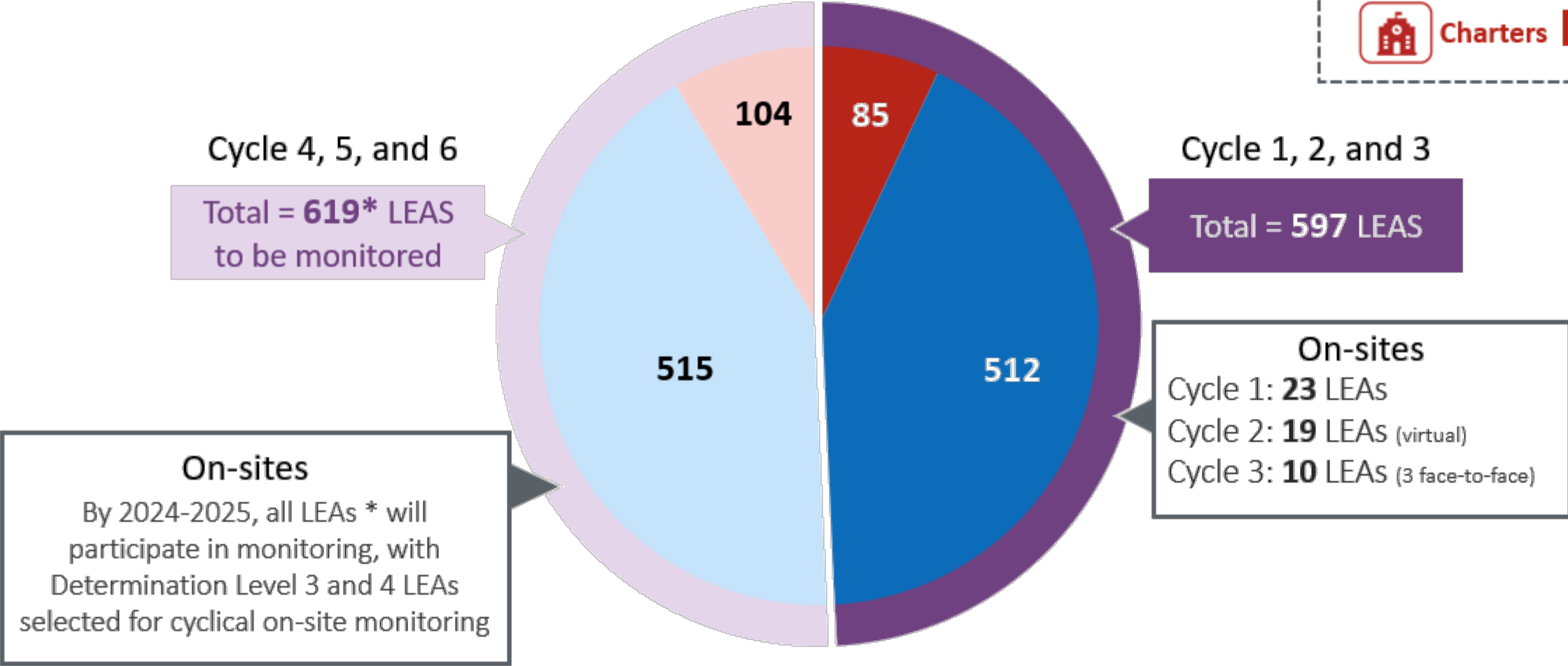
On-sites
By 2024-2025, all LEAs * will participate in monitoring, with Determination Level 3 and 4 LEAs selected for cyclical on-site monitoring

85

512

Cycle 1, 2, and 3

Total = **597** LEAS

On-sites
Cycle 1: **23** LEAs
Cycle 2: **19** LEAS (virtual)
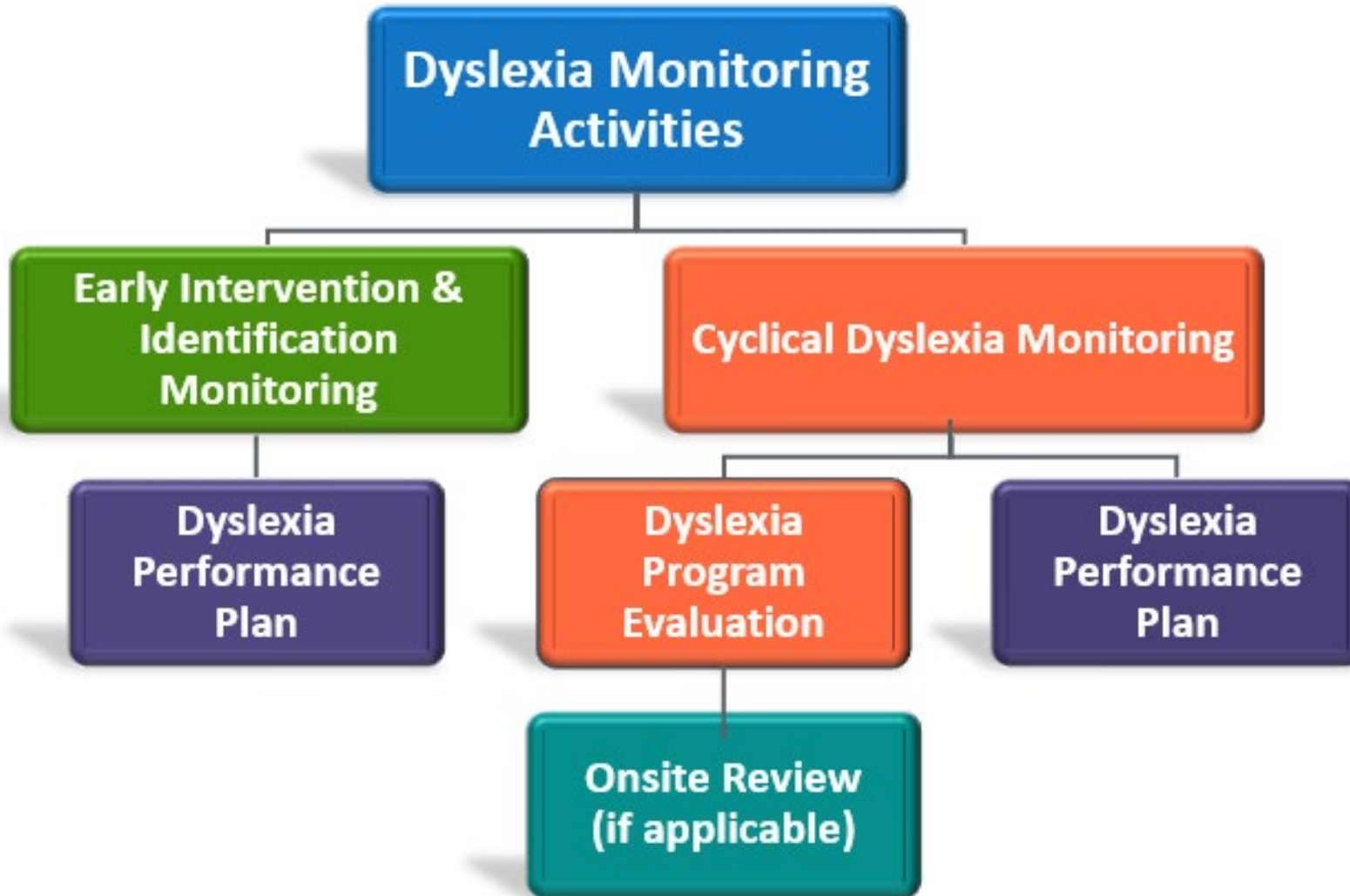Cycle 3: **10** LEAs (3 face-to-face)

*619 of **1,216 LEAs** as of **7/15/2022**. Additions, closures, or consolidations will impact the total number of LEAs monitored for each future cycle.

RDA LEA Determination Levels inform selection for Targeted Monitoring.

Legend:
- Need Intervention (DL 3)
- Needs Substantial Intervention (DL 4)

86 Total LEAs
in Targeted Monitoring

68 DL 3 LEAs
9 - SD 3

18 DL 4 LEAs
4 - SD 3

2019-2020
Targeted Monitoring

76 Total LEAs
in Targeted Monitoring

53 DL 3 LEAs
10 - SD 3

23 DL 4 LEAs
5 - SD 3

2020-2021
Targeted Monitoring

64 Total LEAs
in Targeted Monitoring

51 DL 3 LEAs
9 - SD 3

13 DL 4 LEAs
4 - SD 3

2021-2022
Targeted Monitoring

Operational Framework of Dyslexia Monitoring

Cycle 3 Dyslexia Monitoring Outcomes

198 LEAs monitored

106 LEAs in compliance

92 LEAs require clarification and/or request for additional documentation

83 LEAs in compliance

9 LEAs in noncompliance
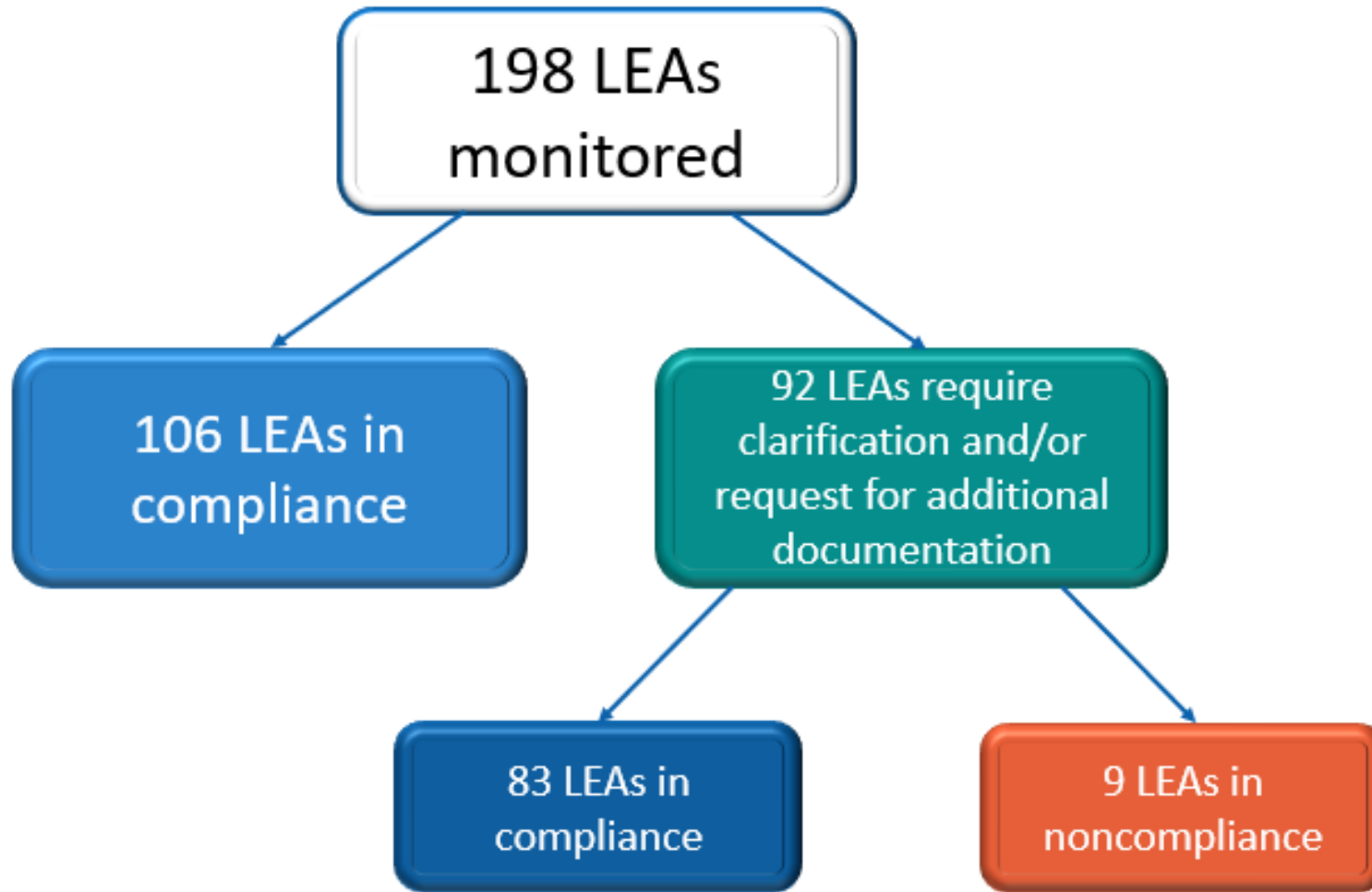
Dyslexia Monitoring Outcomes

LEAs in cycle 3 were found noncompliant in the following areas:

Dyslexia Procedures	2
Parent communication	2
Screening	6
Reading Instruments	5
Evaluation and Identification	4
Instruction	3
Progress Monitoring	2

LEAs have 120 days to correct identified noncompliance

As proposed in the TEA Special Education Strategic plan, an independent review of the new special education monitoring was conducted to provide external feedback, review, and verification of the processes developed.

TEA Special Education Strategic Plan

Special Education Monitoring Evaluation Final Report

3rd Party Independent Review of the Monitoring System

- New monitoring system meets requirements of the Special Education Strategic Plan

- Transformational change occurring – from compliance "watchdog" to "continuous improvement"

- Progress on many initiatives

- LEAs noticing and appreciating changes

- Opportunities for further operational improvement exist

- The evaluation team **agreed with TEA's assessment of individual compliance indicators 3,348 out of 3,576 instances evaluated**, or 96.7% of the time.

96.7% agreement between auditors and TEA on noncompliance findings.

LEA Feedback

" It all has been a wonderful process. Working together as a Team to analyze and create a plan has been rewarding. The questions in the SA were hard to review because we had to face some hard facts, but we are better for it.

" There is more trust in the monitoring system than there has been in the last several years.
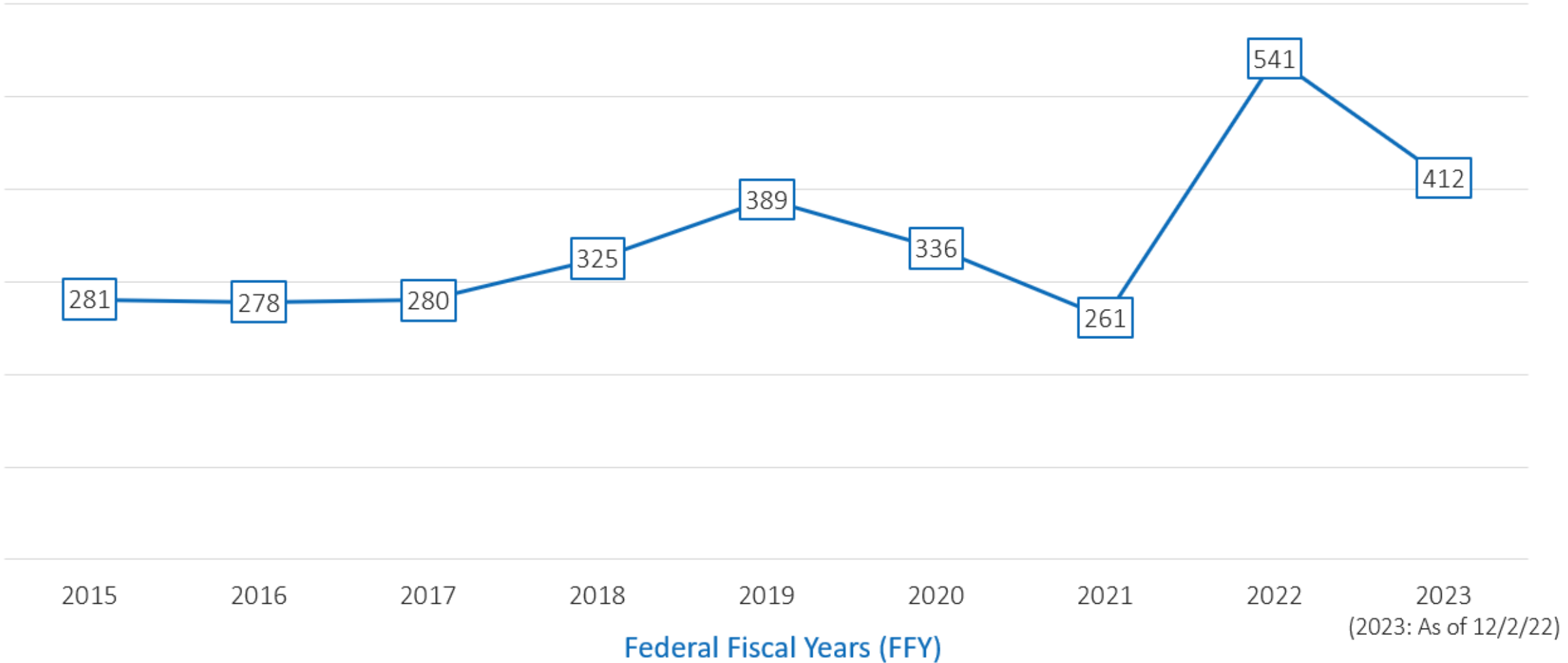
" This whole process and all the activities have produced deep conversations and we are getting stronger because of it.

" We never thought of the monitoring system as a "gotcha" - but instead to do better and be better.

Number of Special Education Complaints

The number of complaints hit an all-time high last year at 541.

- 281 (2015)
- 278 (2016)
- 280 (2017)
- 325 (2018)
- 389 (2019)
- 336 (2020)
- 261 (2021)
- 541 (2022)
- 412 (2023)

Federal Fiscal Years (FFY)

(2023: As of 12/2/22)

Special Education Initiatives and Ongoing Work

SpEd Specialized Supports

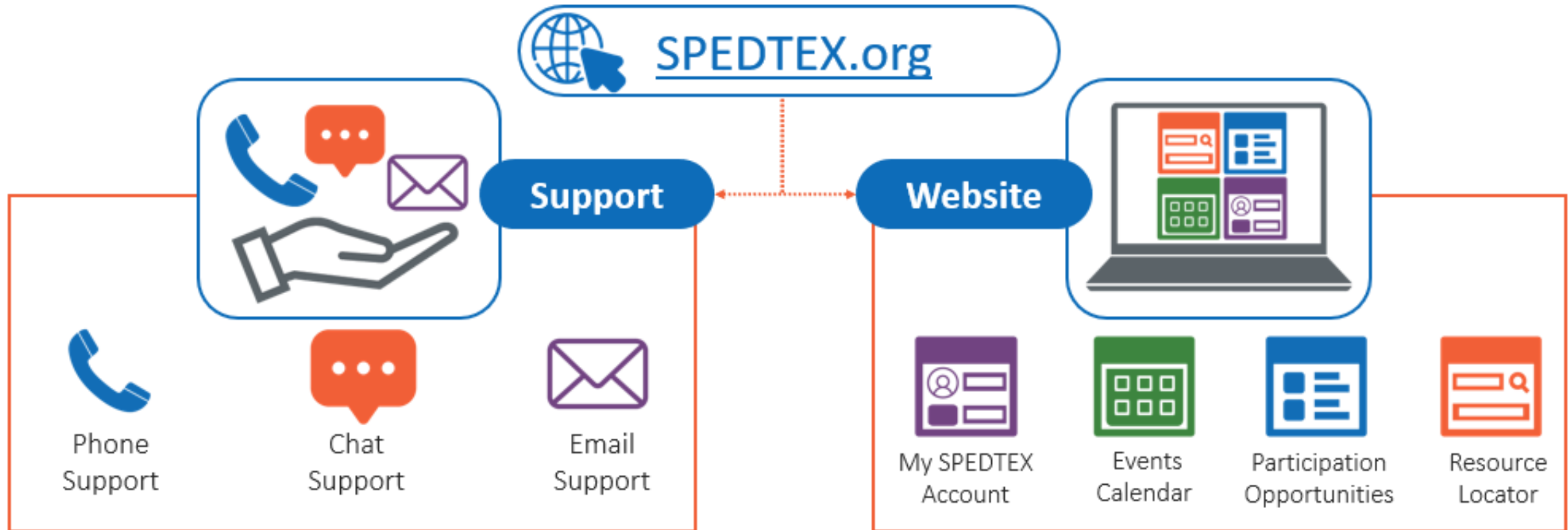Supplemental Special Education Services (SSES)

SpEd General Supervision

SpEd Infrastructure and Static Supports

All in English and Spanish

NEW CMS/LMS Coming Soon

Texas SPED Support

The new TEA website will be called Texas SpEd Support and will house all special education technical assistance resources.

- Launch date: by August 31, 2023

- Easily searchable by type of resource, audience, topic, featured resources, and most popular resources

- Users can create their own profile and save favorite resources

- Users can share resources with colleagues with a click of a button

- More information on this soon – Summer TCASE

Did you hear?

The Texas Legal Framework has a new website – launched in October 2022.

Special Education Funding Commission

Special Education Funding Commission

The Commissions Charge:

Under House Bill (HB) 1525 from the 87th Legislative Session (2021), the Texas Commission on Special Education Funding (Commission) was formed and tasked with developing and making legislative recommendations for methods of financing special education in our public schools.

The Commissions Membership:

The Commission consists of three members of the House of Representatives appointed by the Speaker of the House, three members of the Senate appointed by the Lieutenant Governor, and one member with an interest in special education appointed by the Governor as Chair.

bit.ly/SPEDFundComm

Recommendations:

Formula-Based Funding Recommendations:

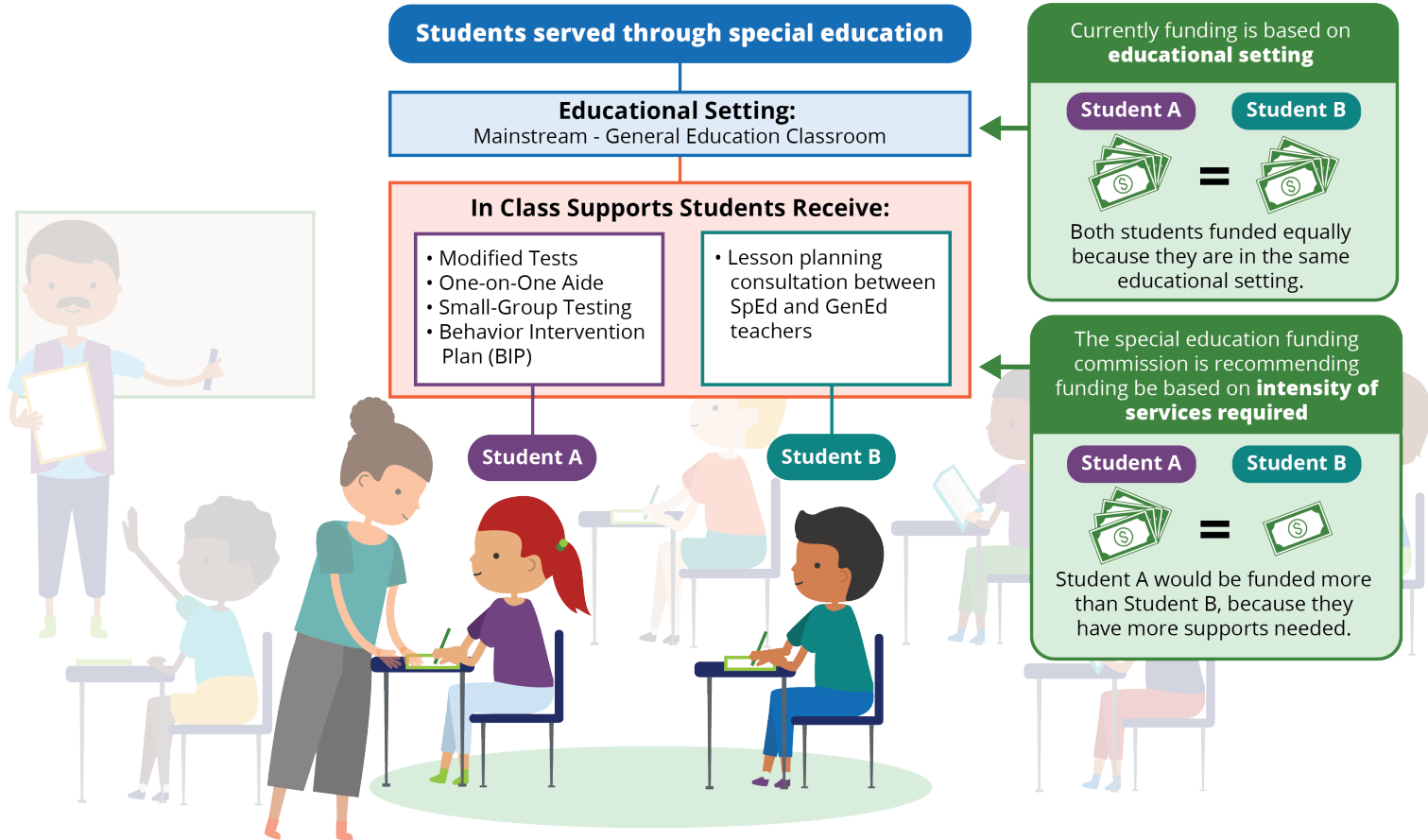| Recommendation # 1: | Transition to a Service Intensity Based Formula System. |
| Recommendation # 2: | Provide a cost offset for full and individual initial evaluations (FIIEs). |
| Recommendation # 3: | Increase the per mile reimbursement rate for special education transportation. |

Recommendations:

Recommendation # 1:

Transition to a Service Intensity Based Formula System.

- Intensity based on 7 tiers.

- A service group funding structure would be an add-on to this system.

Students served through special education

Educational Setting:
Mainstream - General Education Classroom

In Class Supports Students Receive:

- Modified Tests
- One-on-One Aide
- Small-Group Testing
- Behavior Intervention Plan (BIP)

- Lesson planning consultation between SpEd and GenEd teachers

Student A

Student B

Currently funding is based on **educational setting**

Student A   Student B

=

Both students funded equally because they are in the same educational setting.

The special education funding commission is recommending funding be based on **intensity of services required**

Student A   Student B

=

Student A would be funded more than Student B, because they have more supports needed.

Recommendations:

Non-Formula-Based Funding Recommendations:

Recommendation # 4:	Provide funds to cover the retire/rehire penalty for special education staff as a commitment to recruit and retain qualified staff.
Recommendation # 5:	Provide funding for special education teacher certification exam fees for the first attempt.
Recommendation # 6:	Appropriate funds to offer salary stipends for special education teachers and paraprofessionals.
Recommendation # 7:	Increase local educator capacity by establishing targeted grant programs similar to TEA's Grow Your Own Program.

Recommendations:

Non-Formula-Based Funding Recommendations:

Recommendation # 8: Continue and provide increased funding to the SSES program. (Majority Vote 5-2)

Recommendation # 9: Increase the College, Career, and Military Readiness (CCMR) Outcomes Bonus for students served by special education.

Recommendation # 10: Provide a grant program for nonprofit agencies dedicated to working with students served by special education in public schools. (Majority Vote 5-2)

Recommendation # 11: Maintain at least the current funding levels for dyslexia and autism grants.

Recommendations:

Non-Formula-Based Funding Recommendations:

Recommendation # 12: Increase regulatory authority of TEA regarding nonpublic day and residential facilities to improve LEA capacity and ensure parents have accurate information regarding the State Supported Living Centers (SSLCs) as an option for students receiving significant special education services.

Recommendation # 13: Increase capacity and available options of nonpublic day programs across Texas. (Majority Vote 5-2)

Recommendation # 14: Consider Educational Savings Accounts. (Majority Vote 4-3)

Thank you