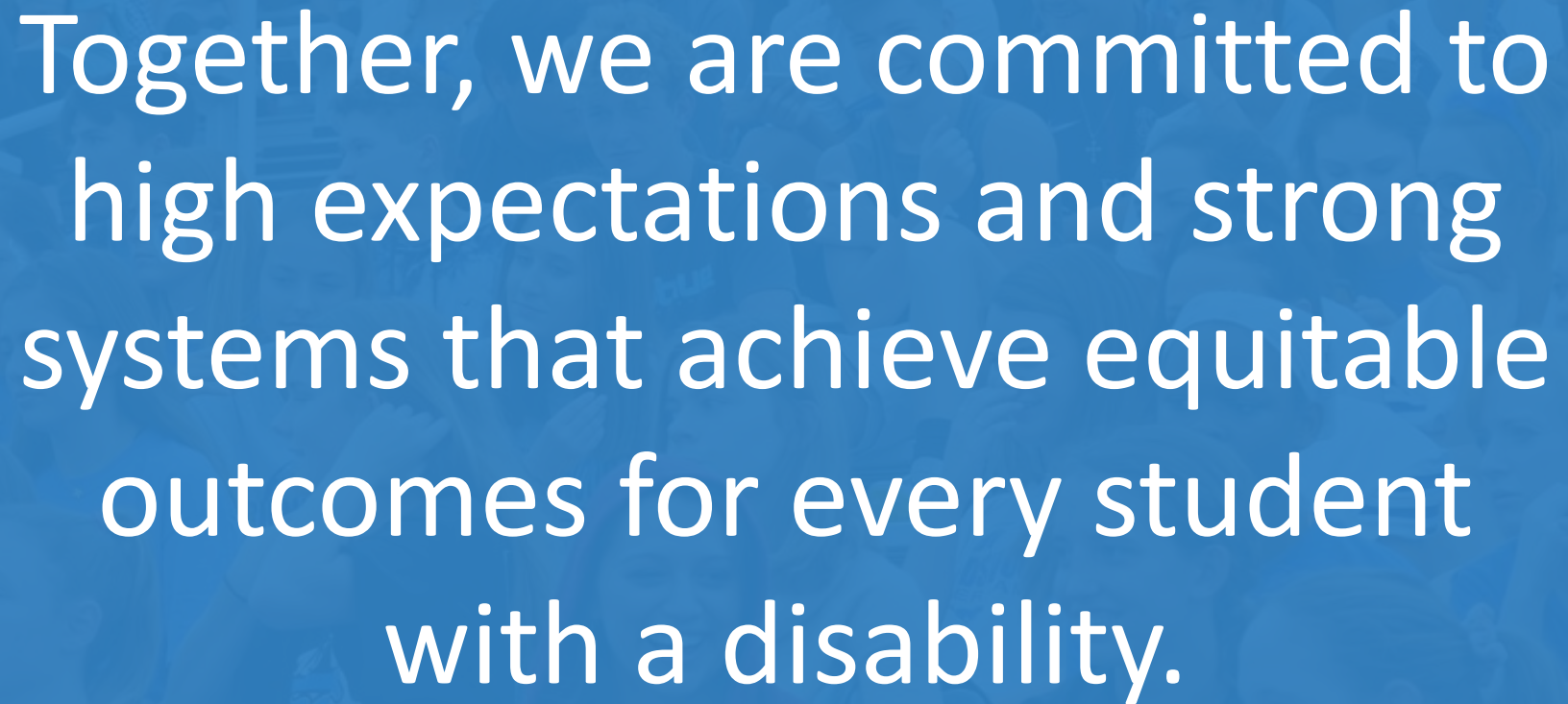




TCASE Interactive July 2020

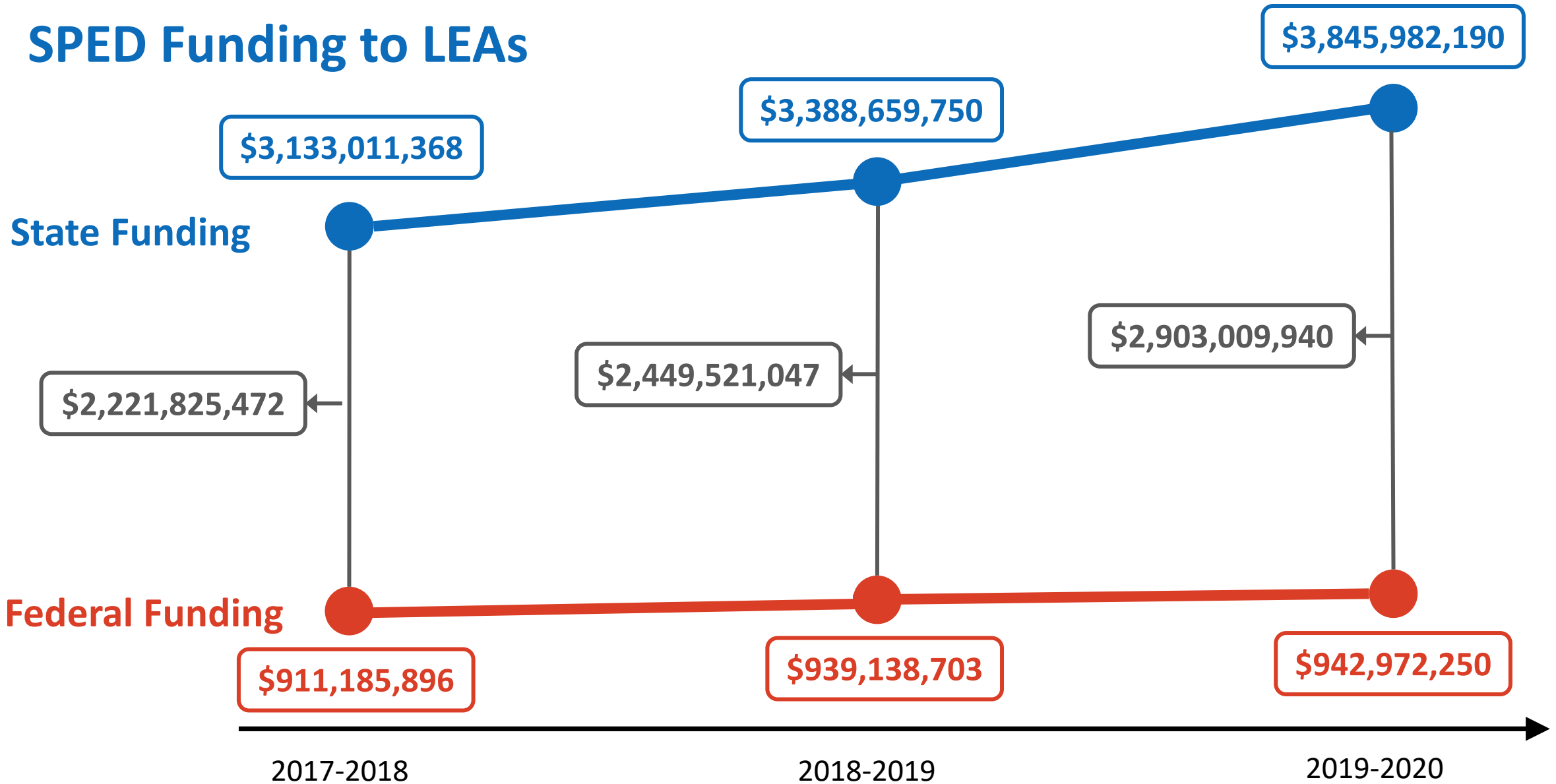
Justin Porter Ed.D.
State Director of
Special Education



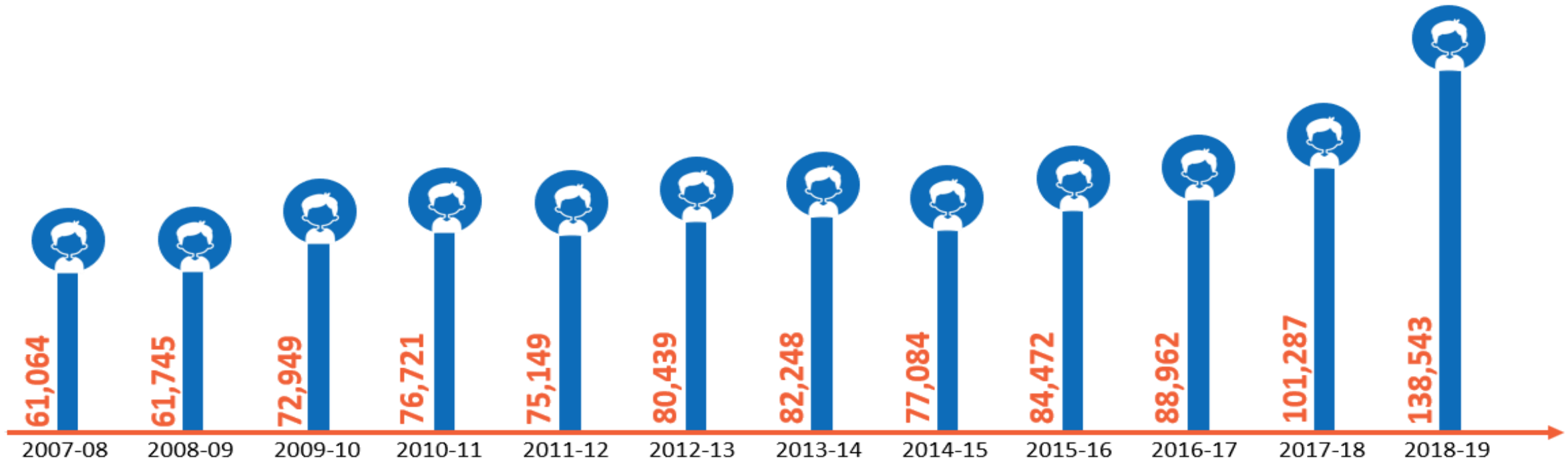
A large, rounded rectangular graphic with a white border and a blue background, containing a quote. The quote is written in white, sans-serif text. The graphic is flanked by large, stylized red quotation marks at the top-left and bottom-right corners. The background of the entire page is a blurred image of a large crowd of students in bleachers, many wearing blue shirts.

“ Together, we are committed to high expectations and strong systems that achieve equitable outcomes for every student with a disability. ”

SPED Funding to LEAs



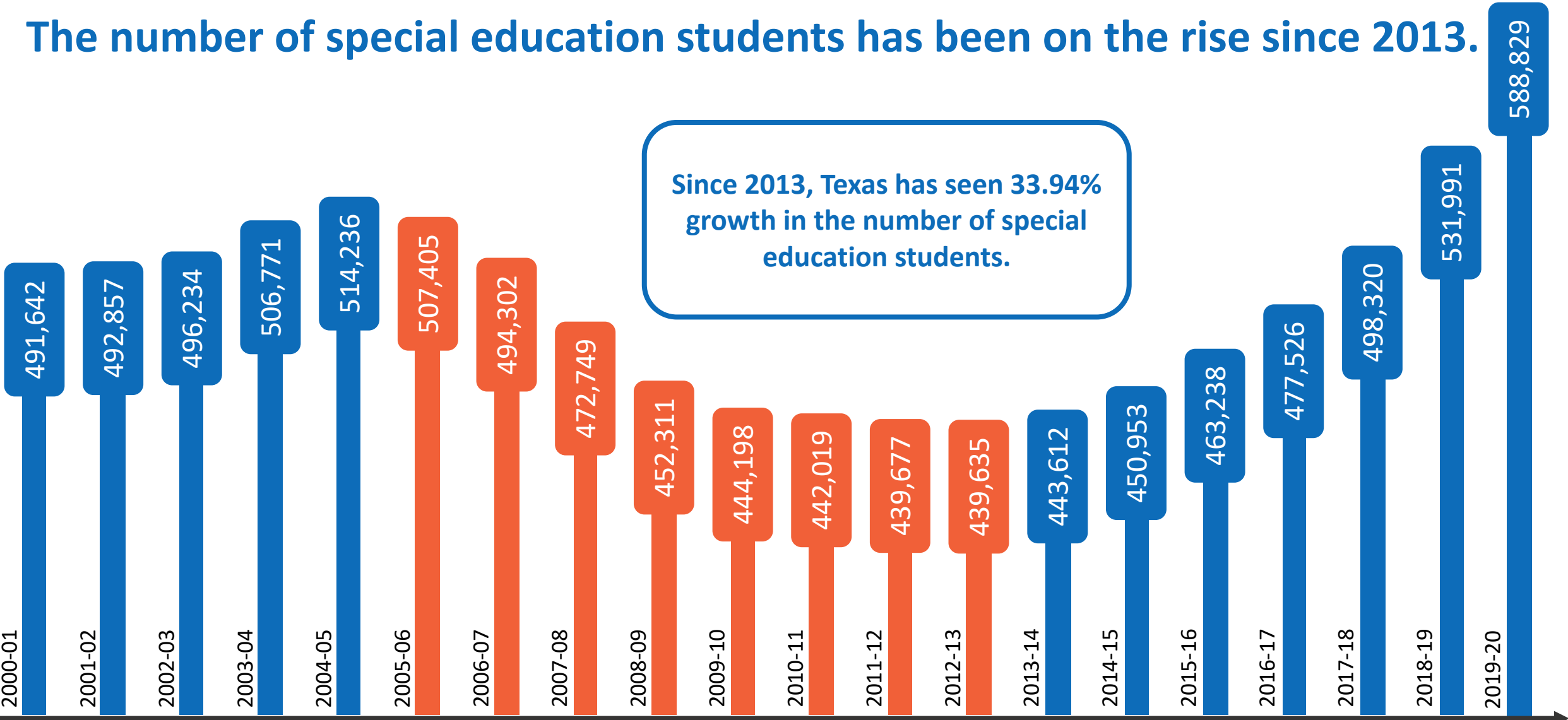
Each year the number of students evaluated under IDEA has risen.



Since 2007, there has been a **126.8% increase** in the number of evaluations.



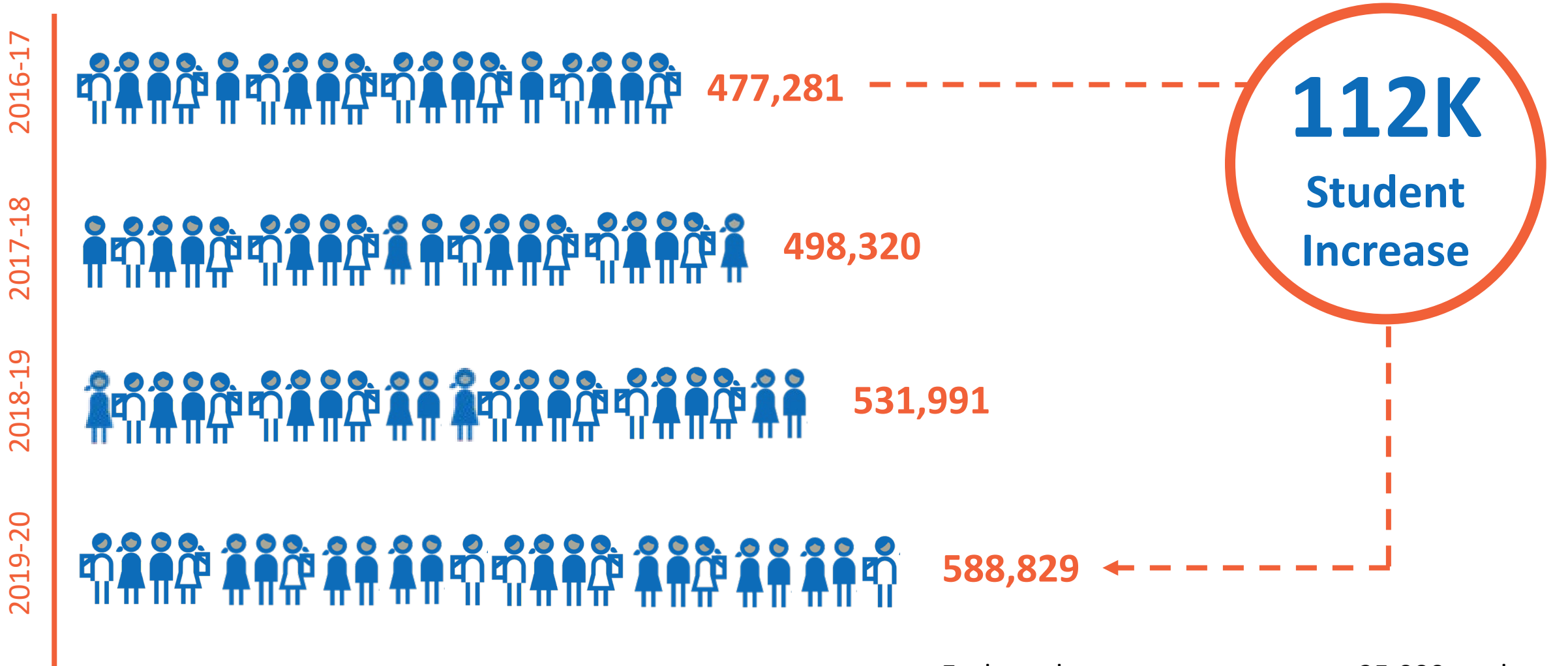
The number of special education students has been on the rise since 2013.



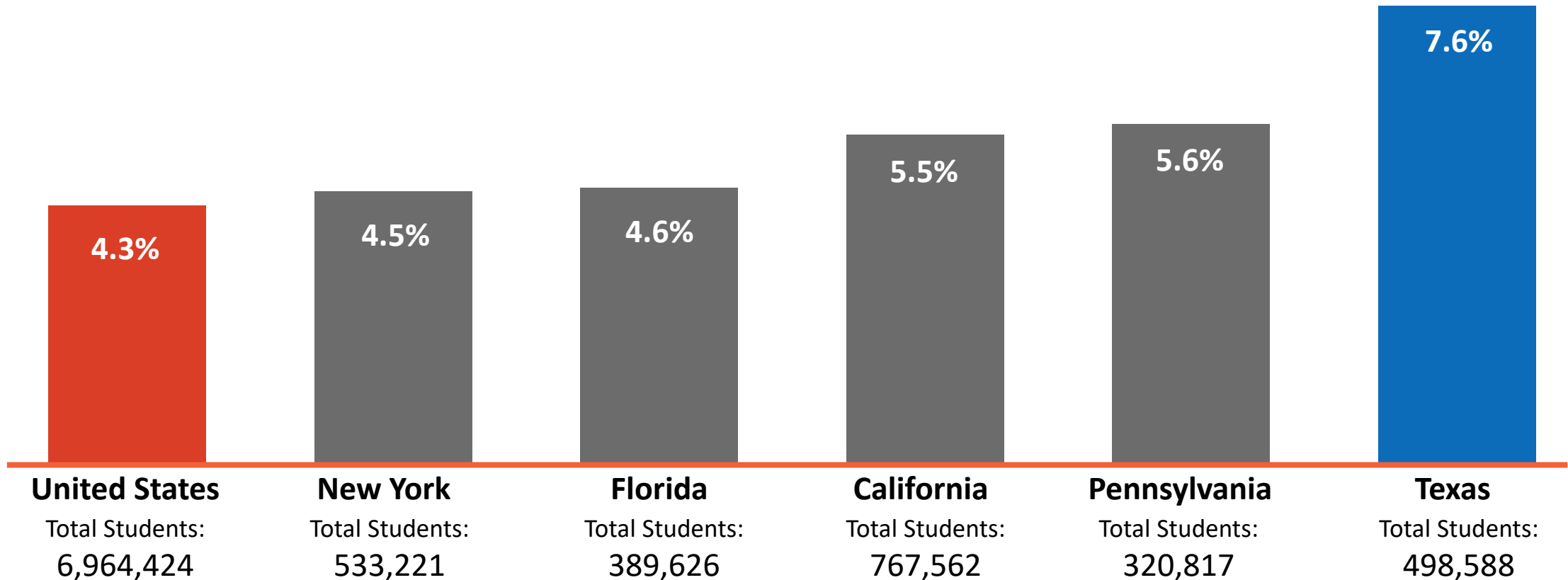
SOURCE: U.S. Department of Education, National Center for Education Statistics. (2016). Digest of Education Statistics, 2015 (NCES 2016-014), Chapter 2. and <http://nces.ed.gov/fastfacts/display.asp?id=64>



The number of special education students in Texas continues to show growth.



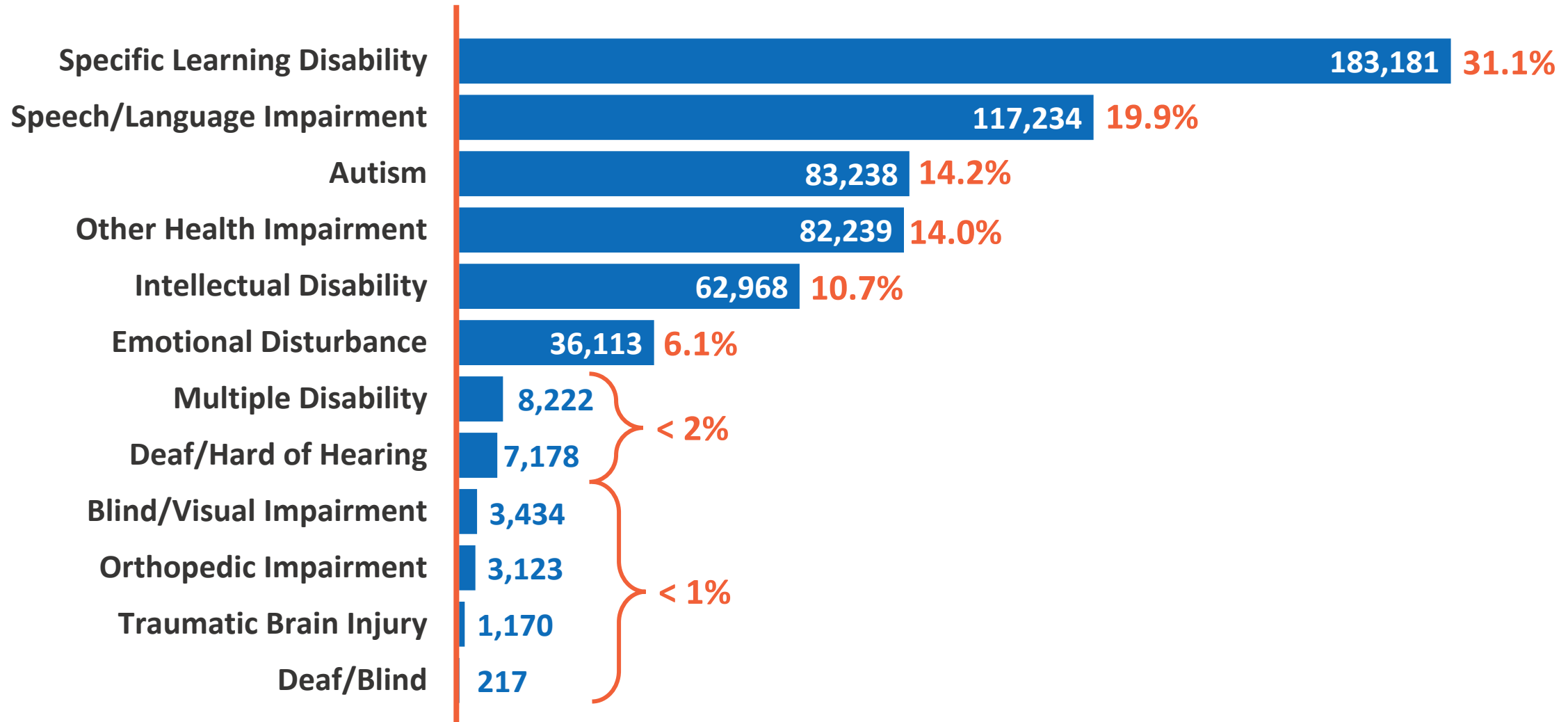
Texas has the shown the **greatest percent increase** in total special education students since 2015 compared to the top 5 states with the largest number of special education students and compared to the national percentage.



2015-16 to 2017-18 SY



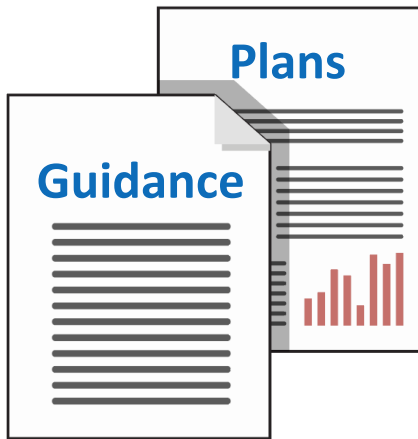
Almost one-third of students with disabilities are students with a specific learning disability.





Planning for 20-21

Special Education Considerations for 2020-2021 School Year



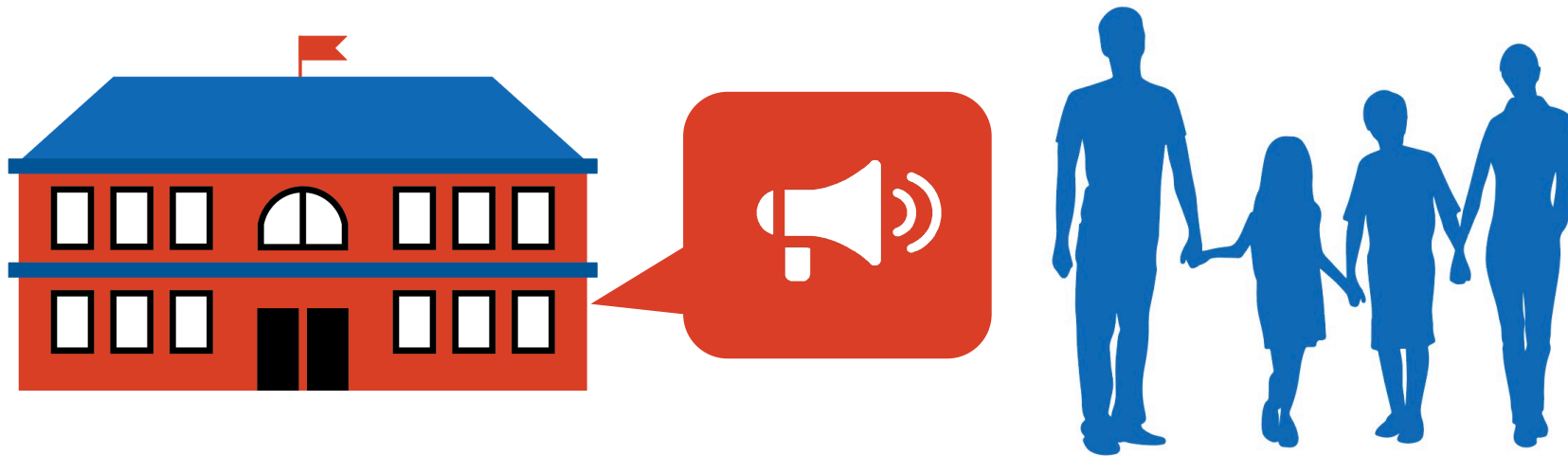
- TEA is working with stakeholders to produce guidance tailored for the unique situations presented by the 2020-2021 school year.



- Evaluation and annual ARD timelines will remain in place.

Special Education Considerations for 20-21 School Year

- FAPE is constant
 - FAPE is **NOT** dynamic based upon circumstance.
 - LEAs must work with families to overcome challenges associated with periods of at-home learning that impact the provision of FAPE.
 - Instances where LEAs are not able to provide FAPE should be carefully documented so that compensatory services can be provided later.
 - Communication with families is of the utmost priority.



Teletherapy Pricing Agreements

- TEA has secured a statewide pricing agreement with AmplioSpeech
 - Includes options for providing therapists if the LEA has that need.
- TEA is exploring options for similar statewide agreements for occupational and physical therapy, as well as mental health therapy.



Dyslexia Intervention

- TEA conducted a competitive bidding process and is in negotiations with a vendor to provide dyslexia therapy in a flexible virtual environment.
- The platform will allow dyslexia therapy to take place in face to face environments and move seamlessly to virtual environments as needed.



Dyslexia Intervention

- The platform will:
 - House a comprehensive curriculum that meets state requirements
 - Allow for real time progress monitoring and reporting
 - Be available in English and Spanish
- While much of the cost is being assumed by TEA, there will be a per student cost for the LEA.



Informational Videos for Families

- Stakeholders have indicated a need for additional accessible information to support families with challenges associated specifically with impacts from the COVID-19 pandemic.
- TEA conducted a competitive bidding process and is in negotiations with a vendor to produce three brief informational videos.



Informational Videos for Families

Videos will be released in early 20-21 on topics identified by stakeholders:

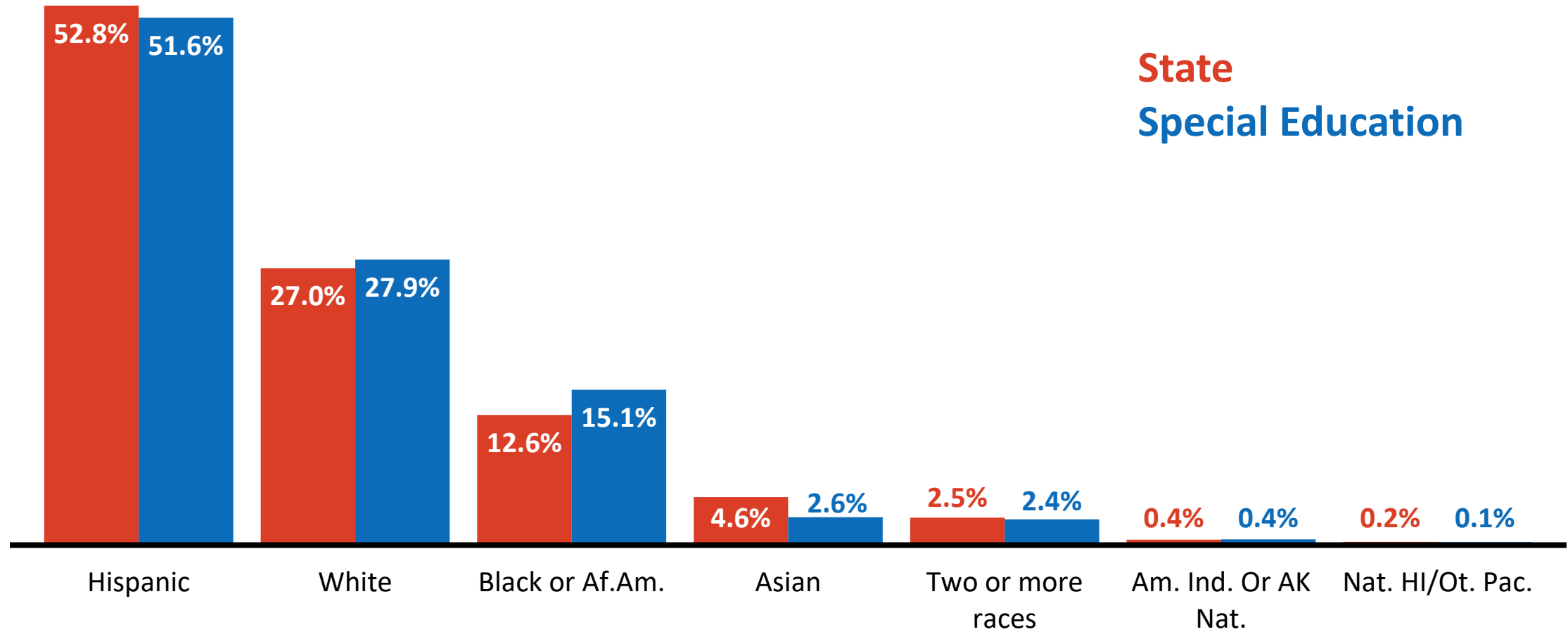


- ▶ At-Home Learning for Students with Disabilities
- ▶ ARD Processes in the Virtual Environment
- ▶ Filing a State Special Education Complaint

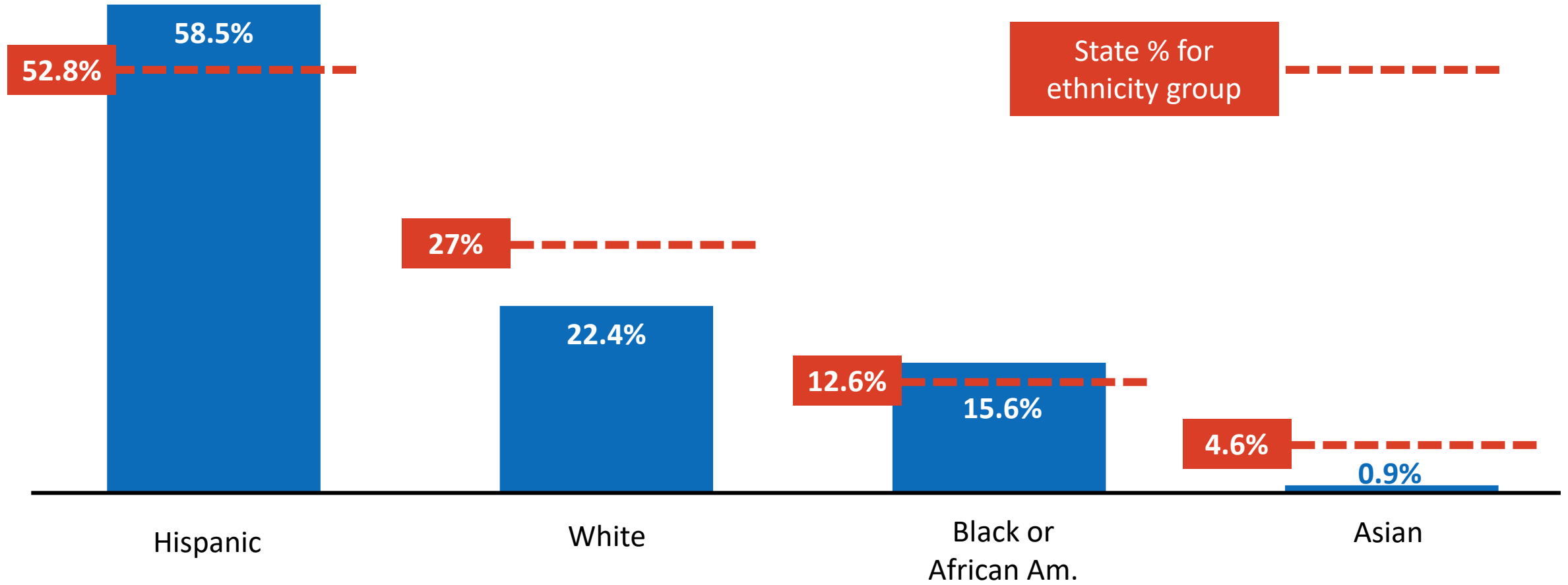


Significant Disproportionality

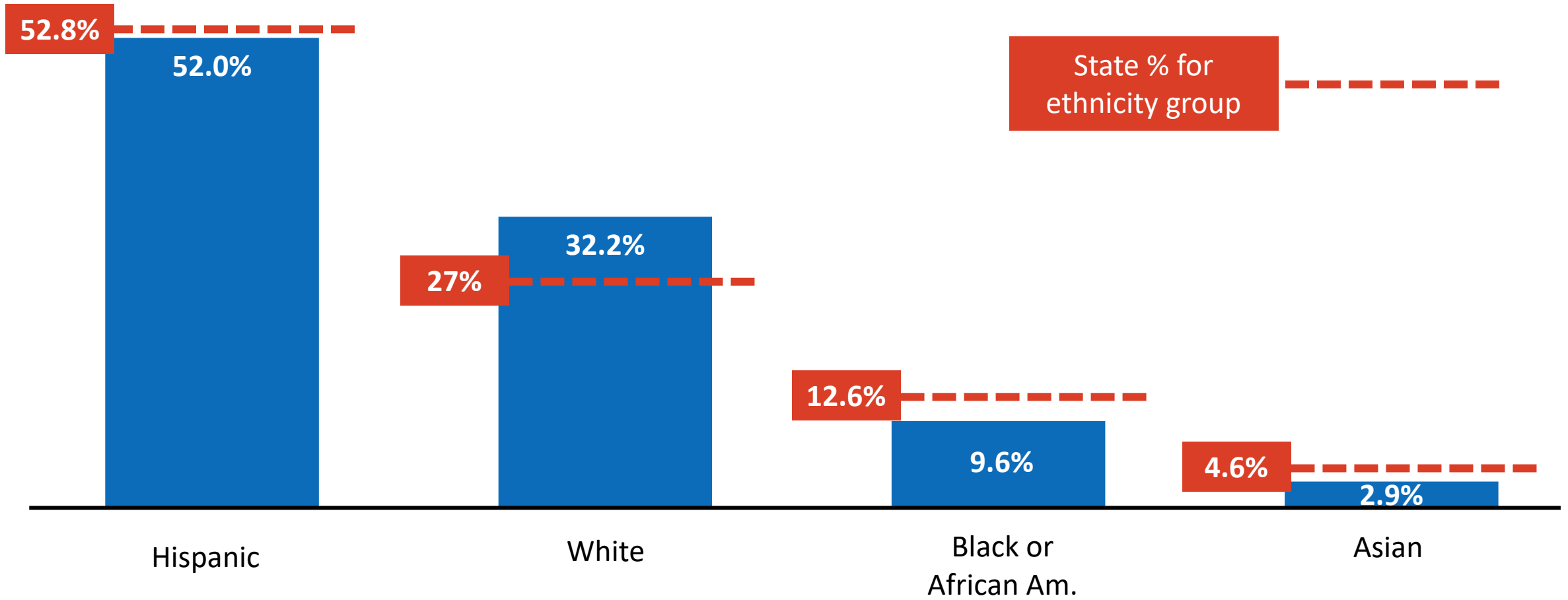
Ethnicities of students with disabilities compared to all students in Texas.



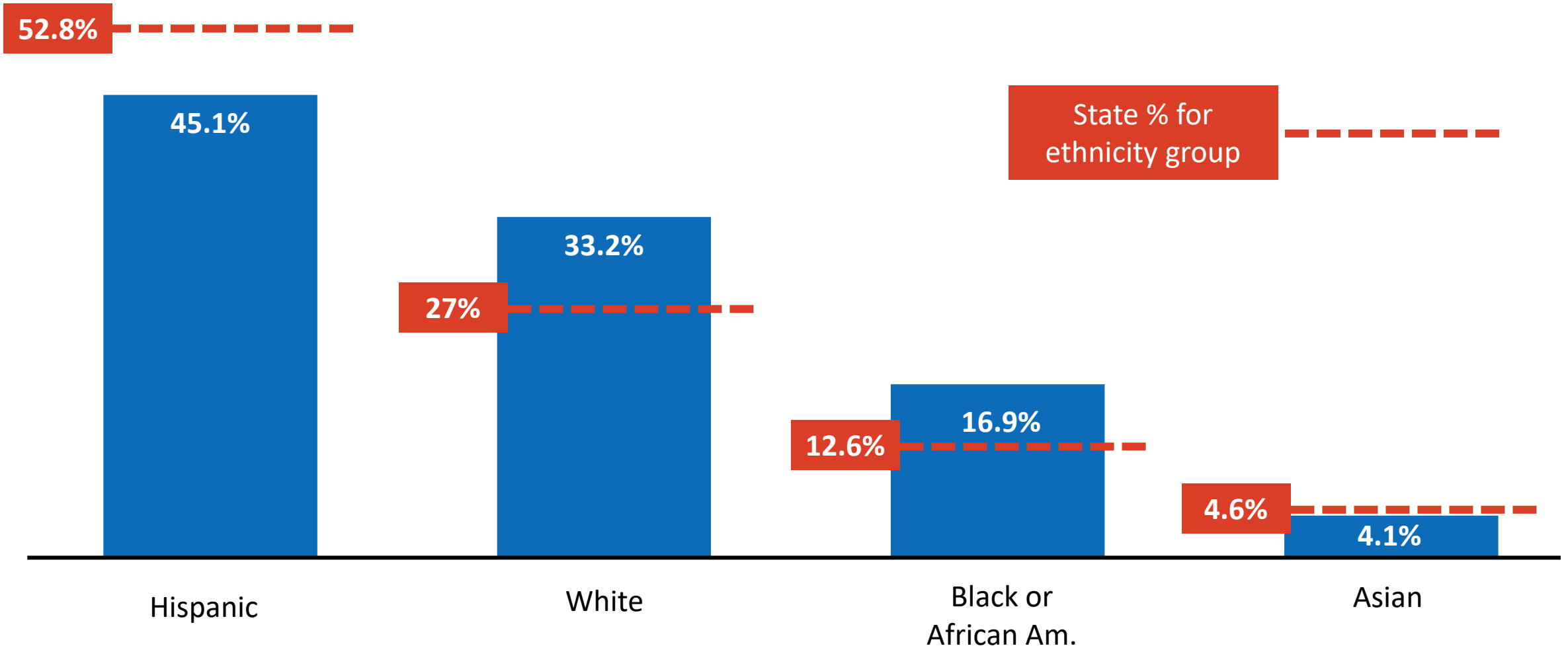
Learning Disabilities



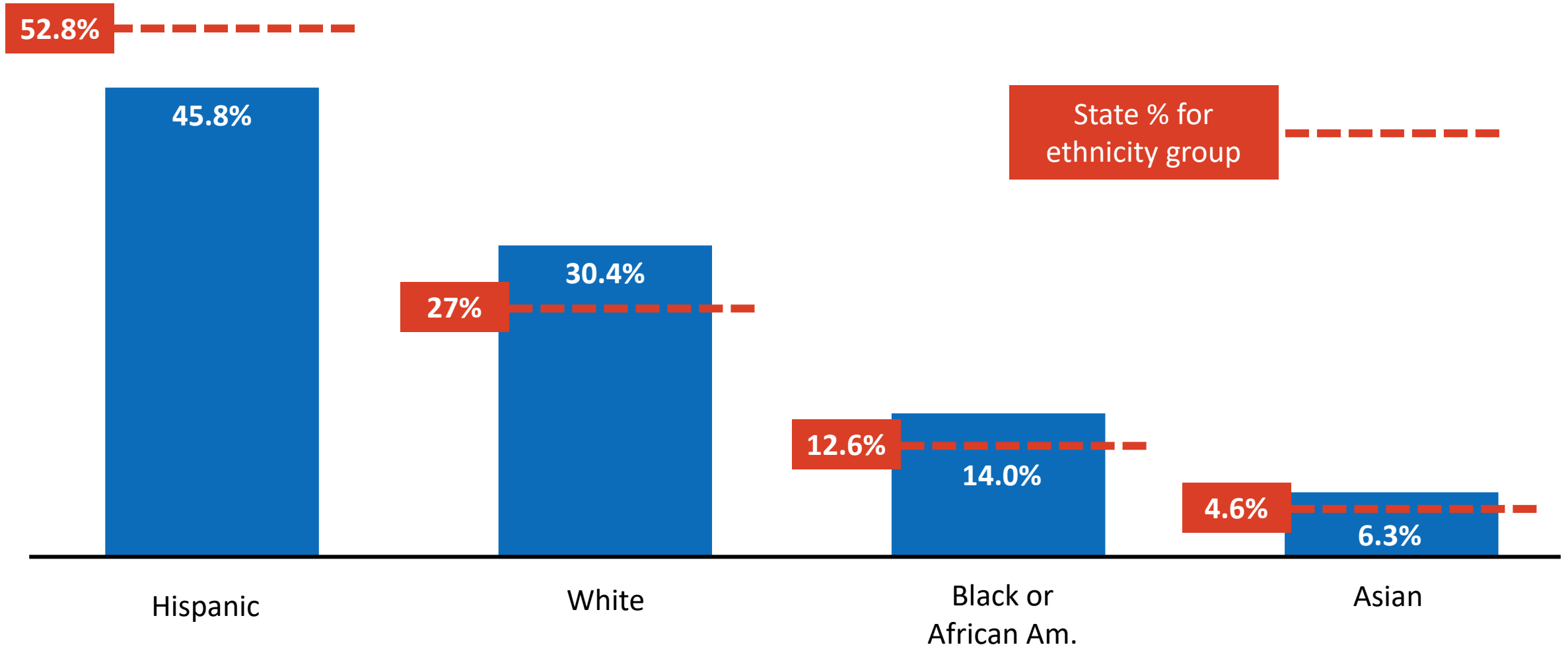
Speech Impairment



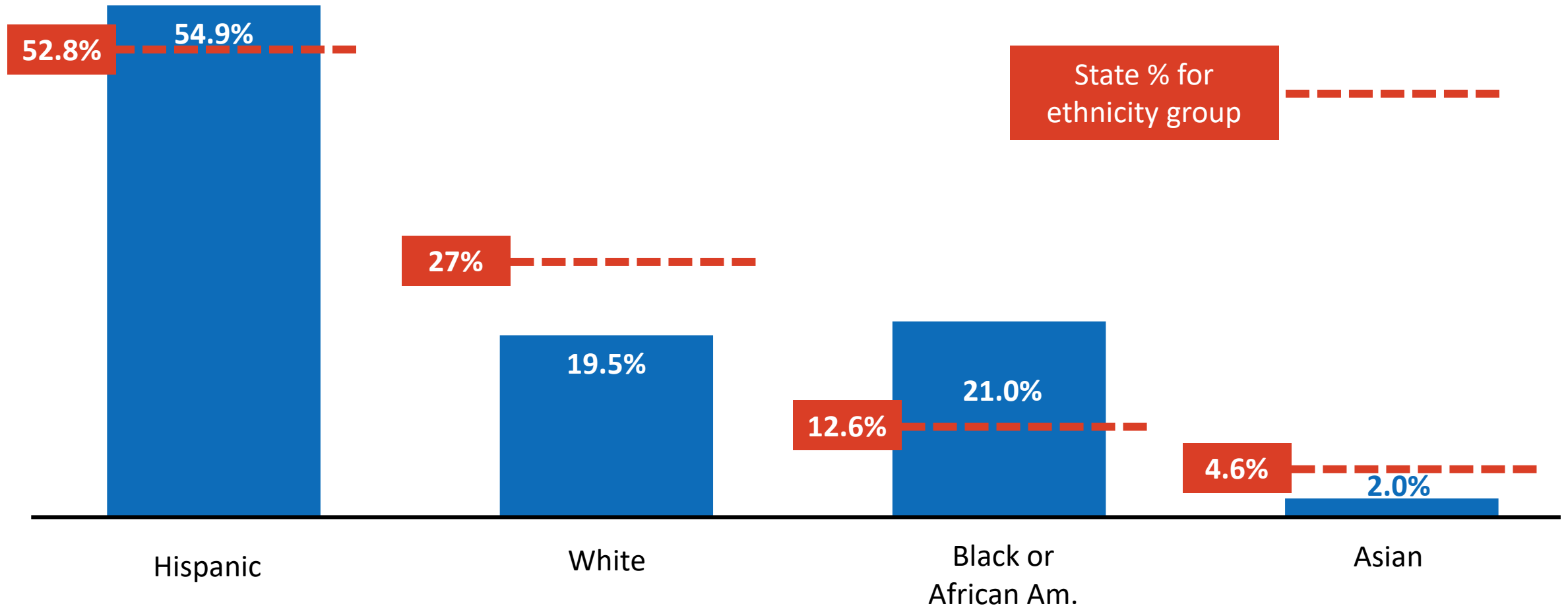
Other Health Impairment



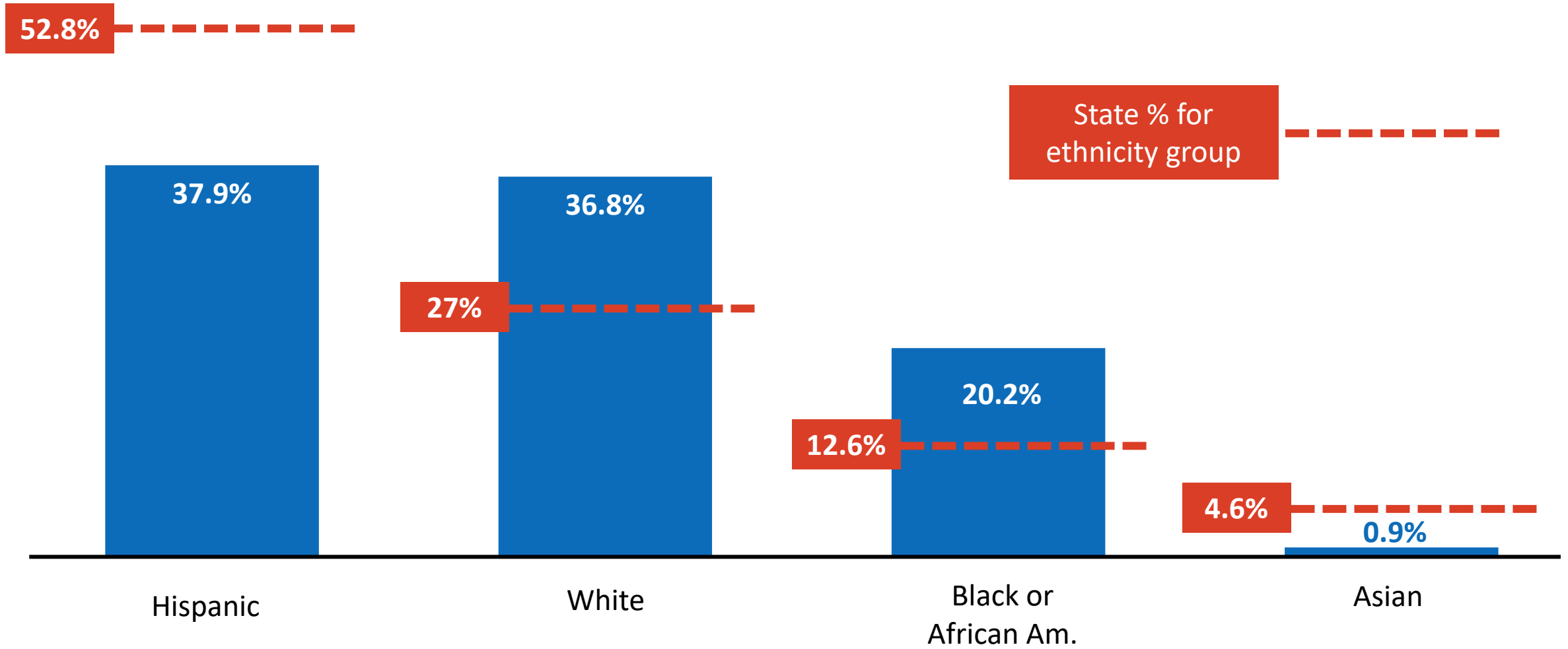
Autism



Intellectual Disability



Emotionally Disturbed



Significant Disproportionality

A competitive grants process is currently underway. The grant will fund a project to provide technical assistance to LEAs to help them address any areas of significant disproportionality.

Technical assistance will include:



Needs assessment and root cause analysis



Planning support



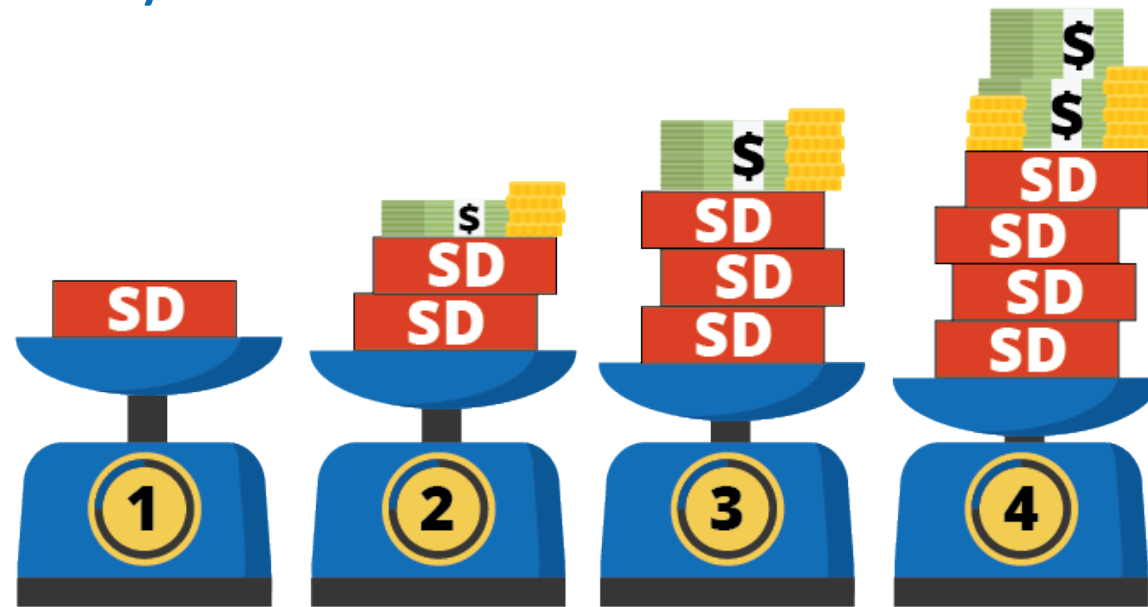
Professional development



Ongoing change management support

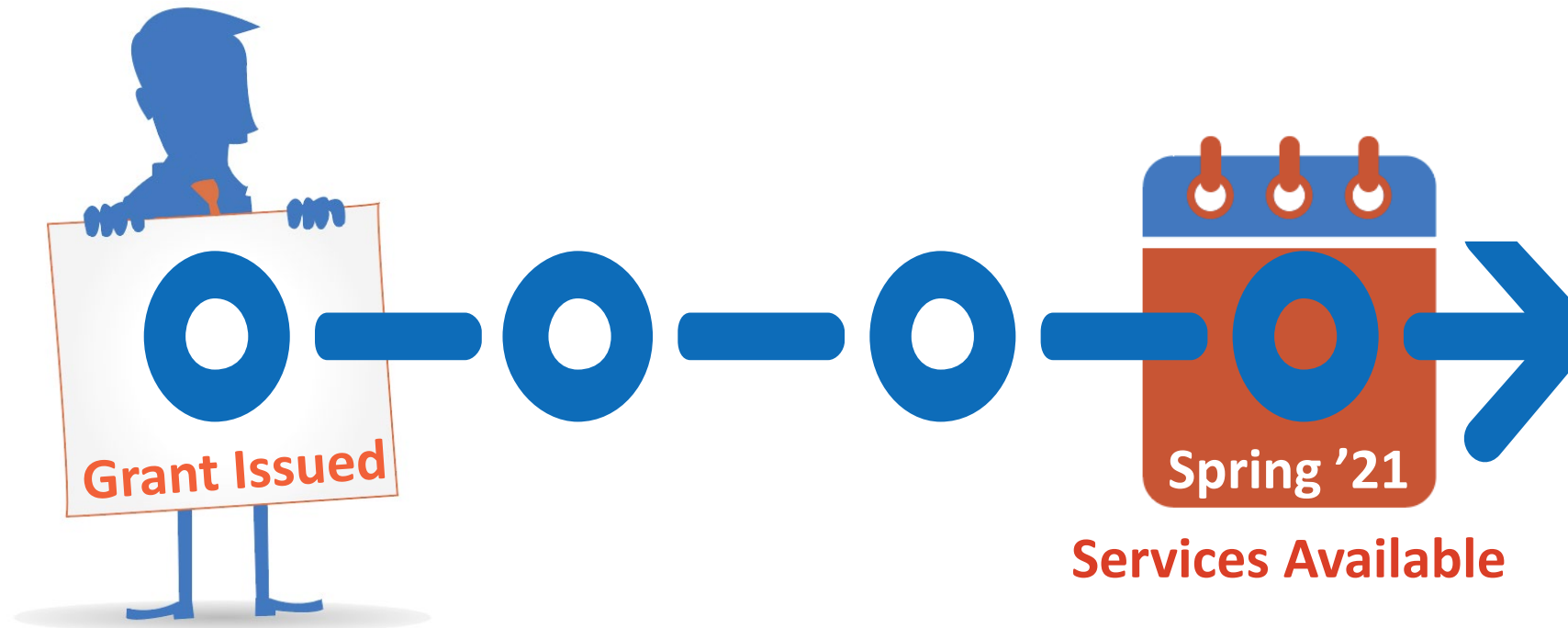
Significant Disproportionality

- Supports will be provided to LEAs on a sliding fee scale commensurate with SD identification level.
- LEAs identified as SD 3+ will pay the highest fees.
- This is intended to encourage addressing these issues at the earliest possible opportunity.



Significant Disproportionality

- Depending upon grant timeline, services to LEAs could be available as early as spring 2021.



A photograph of a male teacher in a white shirt and striped tie leaning over a desk in a classroom. He is smiling and looking at a young girl with a purple bow in her hair. Other students are visible in the background, some working at desks. The scene is brightly lit and shows a positive educational environment.

Strategic Plan for Special Education

Strategic Plan



Monitoring



Training,
Support &
Development



School, Family,
and Community
Engagement



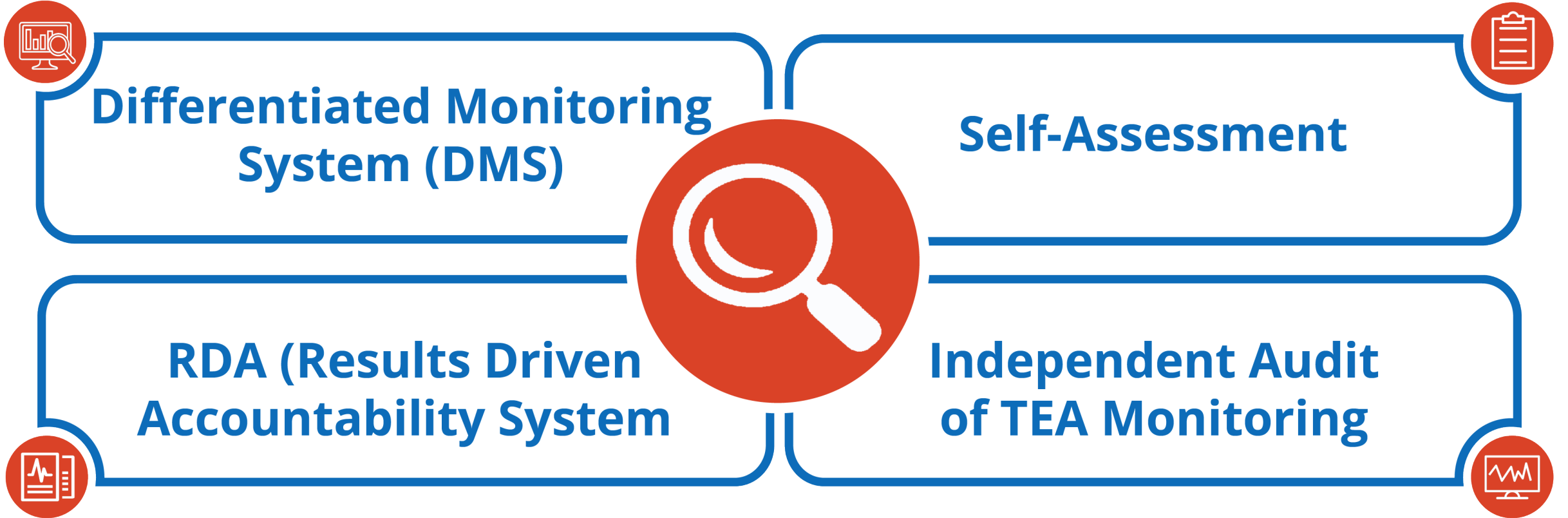
Identification
& Evaluation



Technical
Assistance



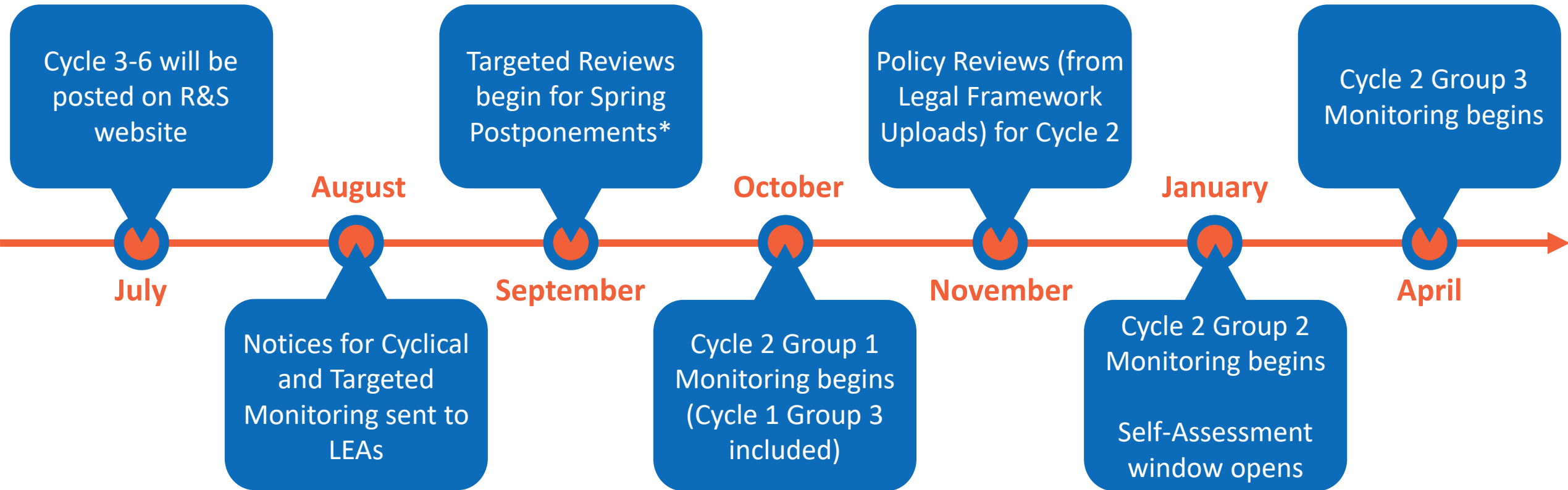
Monitoring



Strengthen support and supervision to schools.

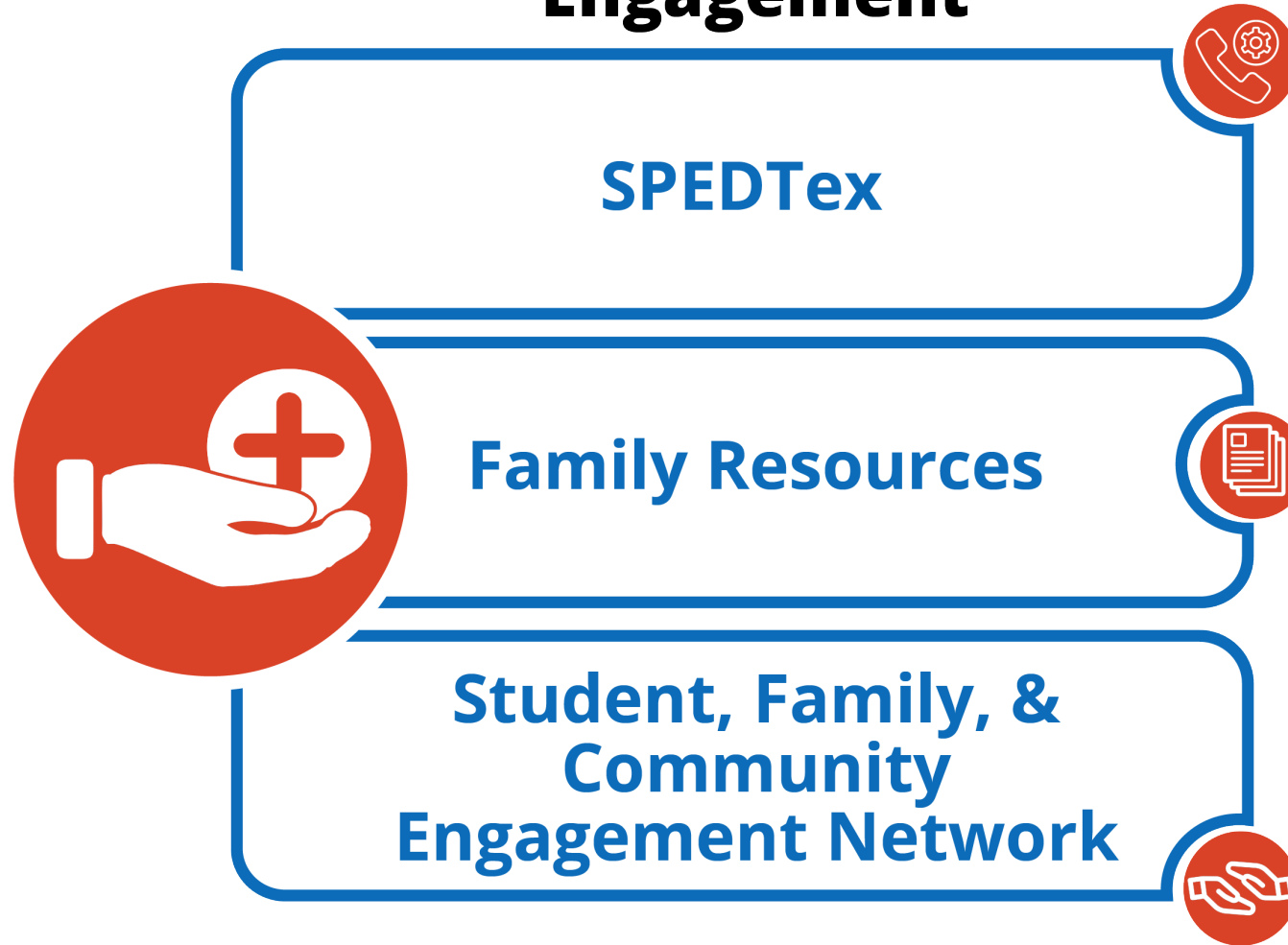


Monitoring



*LEAs that are cycle 2 and were previously to be monitored for targeted in spring will be monitored in cyclical comprehensive rather than targeted. An LEA can only be monitored in 1 pathway each school year.

Student & Family Engagement



Ensure families are knowledgeable and able to engage in the educational decisions for their children.



School, Family, and Community Engagement



1

Build the capacity of educators to work collaboratively with families and community members in supporting positive outcomes for students with disabilities

2

Provide resources and technical assistance about special education through the SPEDTex call center and website

3

House or link to resources for parents on the SPEDTex website

Region 10 ESC
Experience the Power of 10®

Partners Resource Network
Empowerment Through Education

SPEDtex.org





School, Family, and Community Engagement Current state of SPEDTex



Since June 2017 there has been
an **increase in PAGE VIEWS** of **516%**

From 2018 to 2019 **PAGE VIEWS** have more than **DOUBLED**

Since June 2017 there has been
an **increase in USERS** of **379%**

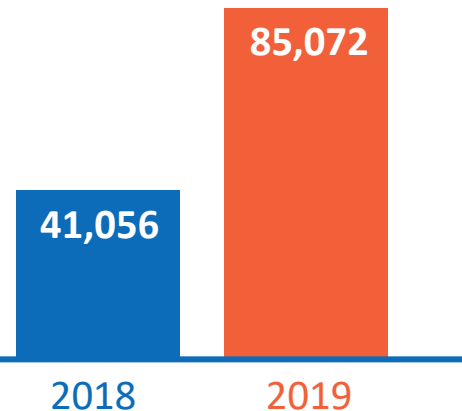


School, Family, and Community Engagement

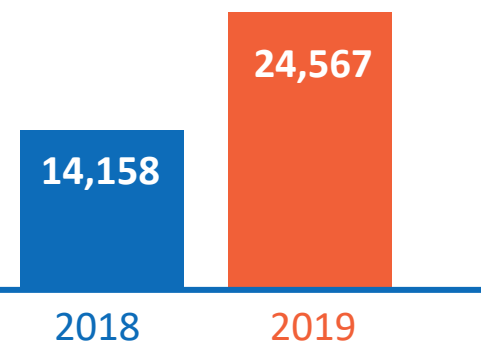
Current state of SPEDTex



From 2018 to 2019
PAGE VIEWS have more than
DOUBLED



Since June 2017 there has
been an **increase** in **USERS** of
74%





School, Family, and Community Engagement SPEDTex.org

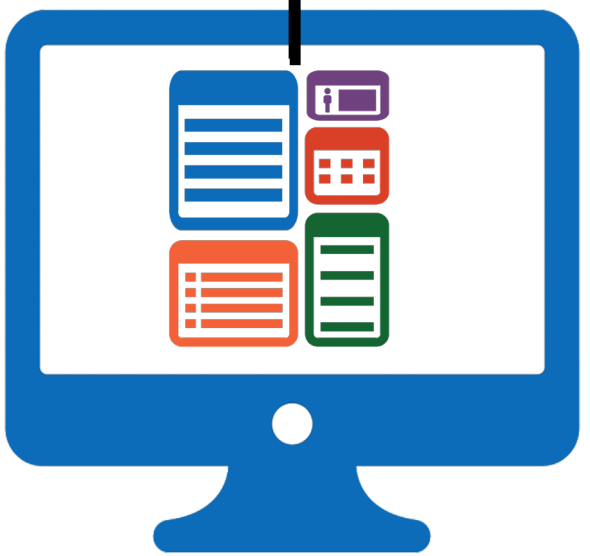


SPEDTex Support for Stakeholders:

-  Phone Support
-  Chat Support



SPEDTex Portal for Stakeholders:



-  Personalized Profile
-  Calendar of All Stakeholder Events
-  Mini Trainings
-  Resources
-  Information on Focus Groups and Committees



Training, Support & Development



SpEd Academies



ESC Liaisons



Technical Assistance Networks



Technical Assistance Guides



Dispute Resolution Expansion

Complaints Redesign



Improve practice of teachers, principals, and systems to support students with special needs.



Professional Development



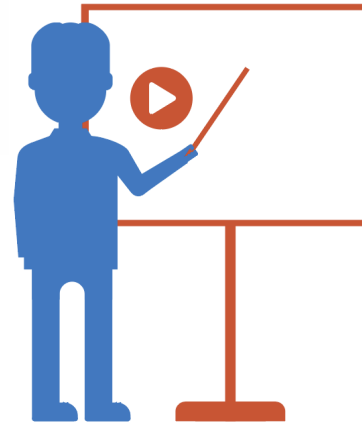
Reading Academies

Continuing to support development of Reading Academies and opportunities to expand content to support SWD.



Special Education Leadership

Based on needs from the field related to COVID-19, the sped leadership PD pilot and other projects were paused.



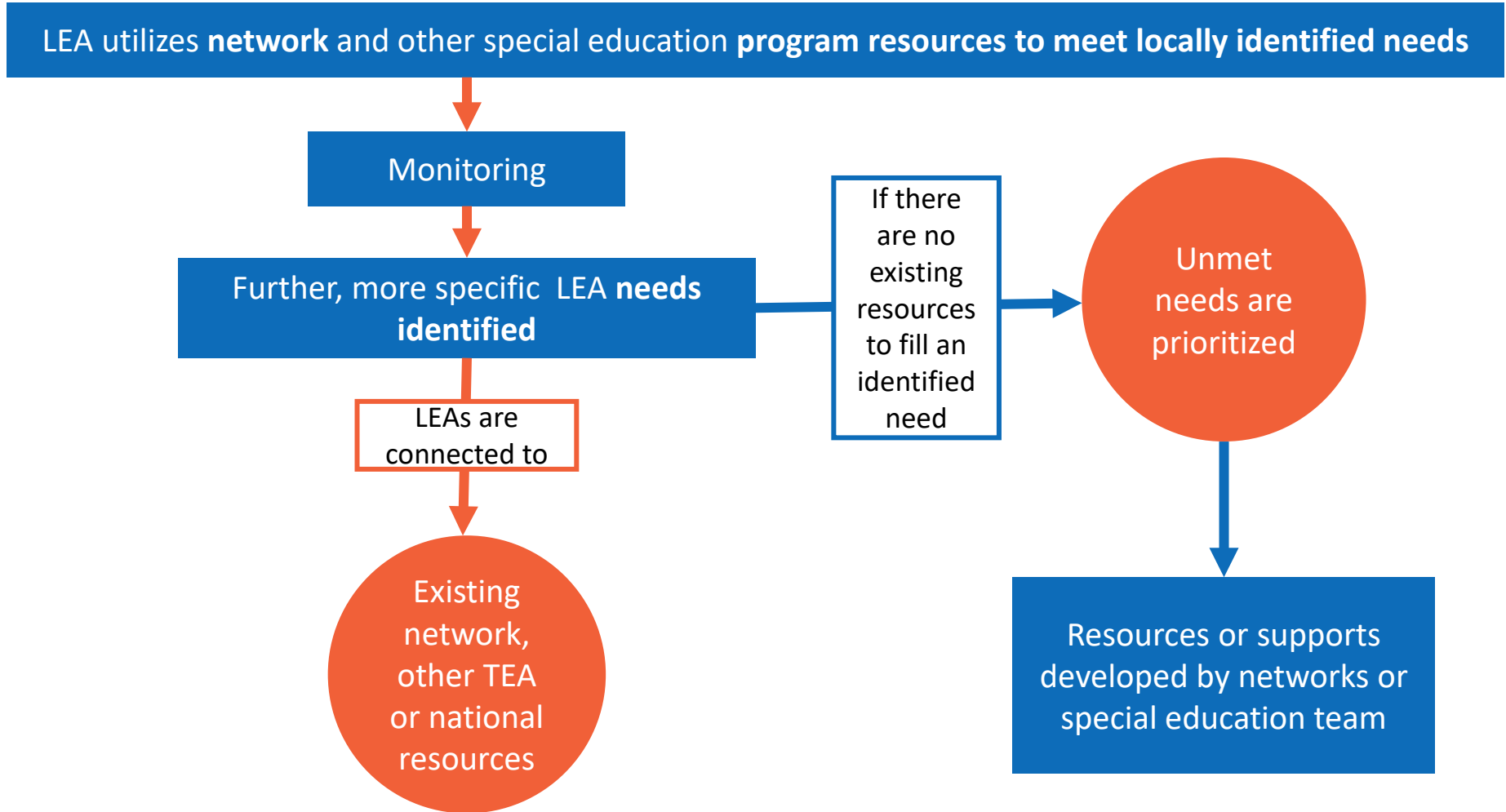
From stakeholder feedback, a series of webinars for special education leaders and educators will be released this summer (August 2020).

-  Progress Monitoring
-  ARD Contingency Plans
-  Compensatory Education



Training, Support & Development Technical Assistance

Connections: Review and Support Plan





Training, Support & Development
Technical Assistance



How Does a Network Work?

Vision, Strategy
Development, and
Content Creation
and Approval

Network
Grantee

Network Website

Network
Members at
every ESC

LEAs, Parents,
and Other
Stakeholders





Technical Assistance Networks

Child Find,
Evaluation, ARD
Supports

Inclusion
in
Texas

Texas
Statewide
Leadership for
Autism Training
(TSLAT)

Tiered
Interventions
using Evidence-
based Research
(TIER)

Texas Complex
Access Network
(Texas CAN)

Texas
Sensory Support
Network
(TxSSN)

Small
and Rural Schools
Network
(SRSN)

Student-
Centered
Transitions
Network
(SCTN)

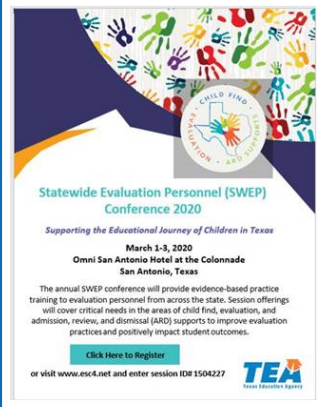
Multiple
Exceptionalities
and
Multiple Needs
(MEMN)



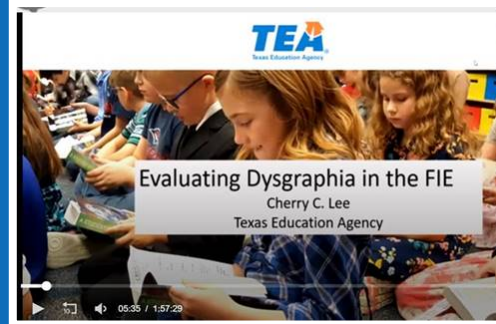


Training, Support & Development

Technical Assistance Resources



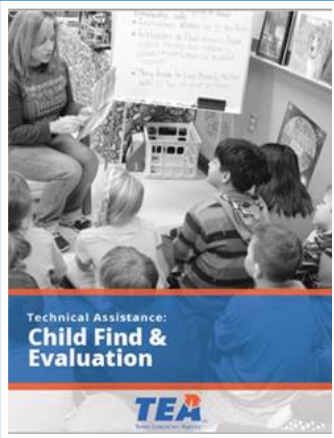
Statewide Conferences



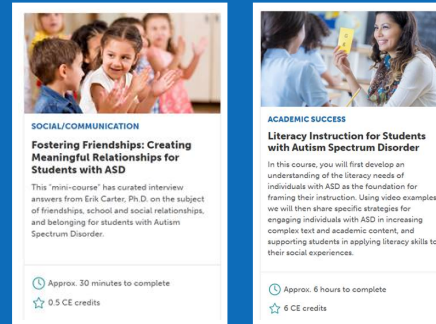
Webinars



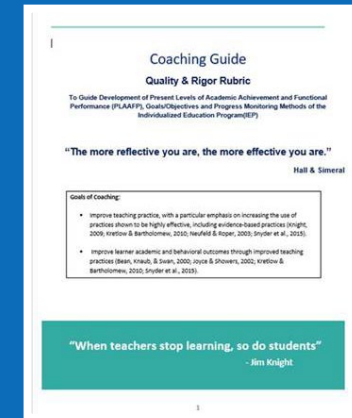
Face-to-Face Trainings



Technical Assistance Guides



Online Training Courses



Coaching Guides



TEA Department of Special Education Programs

 sped@tea.texas.gov

 www.TEA.Texas.gov/texasped

