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

TEA

TEA
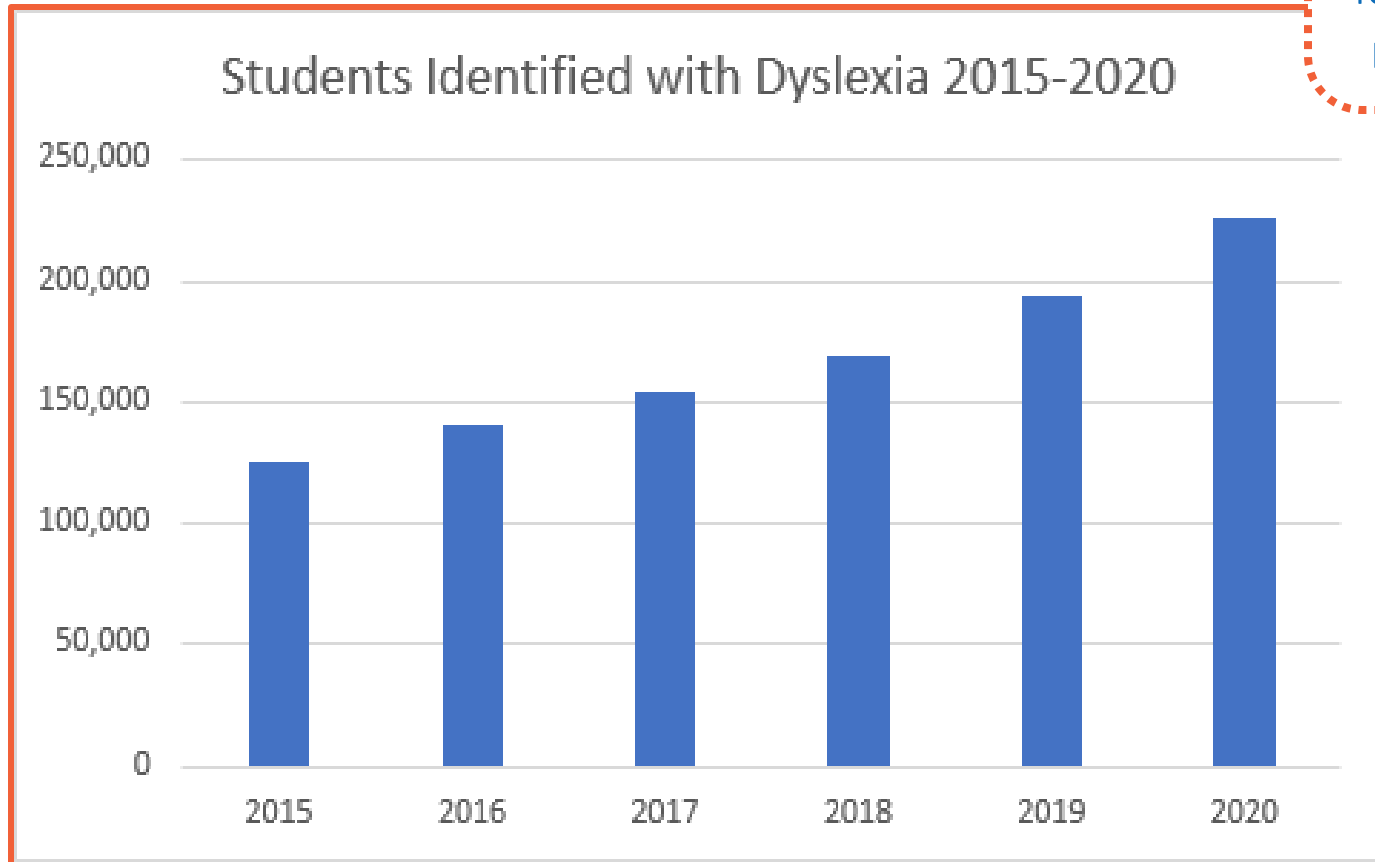
Digital Dyslexia Intervention Platform

Students identified continues to increase

Currently there are **over 225,000 students** identified with dyslexia and related disorders in Texas.

Students Identified with Dyslexia 2015-2020

Year	
2015	~125,000
2016	~140,000
2017	~155,000
2018	~170,000
2019	~195,000
2020	~225,000

Dyslexia Intervention Platform

AmplioSpeech: Digital Dyslexia Intervention System

- Provided in English and Spanish

- Maximizes the skills and time of the dyslexia teacher or therapist

- Seamless transition between virtual and physical environments

- Meets state requirements for required dyslexia instructional components

- Low per student cost for the LEA

Dyslexia Platform Curriculum

- English Curriculum-Multisensory Teaching Approach (MTA), developed by Margaret Taylor Smith

- Spanish Curriculum-Esperanza program, developed by Dr. Elsa Cárdenas-Hagan

- Orton-Gillingham based dyslexia intervention programs

- Used in training centers accredited by the International Multisensory Structured Language Education Council (IMSLEC)

Dyslexia Platform Features

- Secure platform for synchronous/asynchronous instruction

- Independent practice in real time with tracking

- Digitized decks and concept cards are uploaded

- Built-in progress monitoring tools

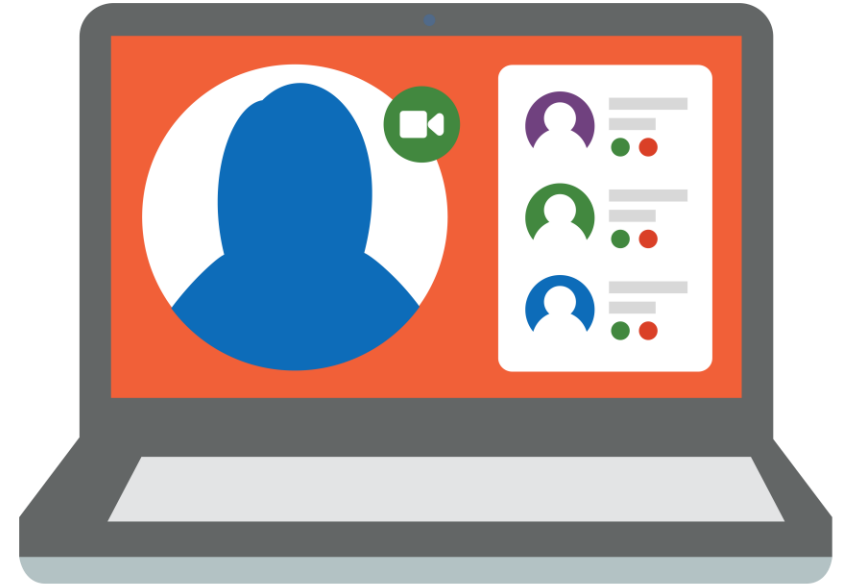- Independent practice games that provide corrective feedback

Additional Benefits of the Platform

- Students can continue to use the platform for independent practice activities which will also provide progress monitoring data

- Minimizes amount of materials needed for therapists who travel to other campuses

- Instructional coaches can easily join intervention sessions to provide feedback and support

- Assist LEAs with providing dyslexia intervention when a therapist may not be available in person

- Independent practice options for continuing learning over the summer

Dyslexia Intervention Service Providers

- Services will be delivered by qualified personnel, trained to provide interventions for students with dyslexia.

- LEAs can use therapists or teachers employed by the LEA or contracted staff with the appropriate training.

- Training requirements are differentiated based on the credentials of the teacher or therapist.

Platform Training Requirements

Training Credentials	Training Requirements	Support
Certified Academic Language Therapist or Licensed Dyslexia Therapist Certified Academic Language Practitioner or Licensed Dyslexia Practitioner	**Trained in MTA:** Webinar on Platform use **Not trained in MTA:** 1-2 day training on program procedures and use of the platform	Support provided as needed
Teacher who completed MTA Year 1 & 2 trainings *Must have training certificates	Webinar Training on platform use	Support provided as needed
Teacher NOT trained in MTA	Attend initial 5-day training before using the platform. **Year 1 Introduction**- 5 initial training with 4 full day follow up trainings **Year 2 Advanced**- 3-day training with 4 full day follow up trainings	Support Provided

Pilot Phase

TEA and Amplio have been piloting the platform with **8 Texas LEAs** since November 2020.

Approximately **50 interventionists and 300+ students** have been using the platform and providing user feedback to improve the experience.

Full launch is planned for **February 2021**.

Statewide Launch

- Platform is ready for statewide launch.

- LEA per student cost has been removed.

- TEA and Amplio will be hosting a webinar on Thursday, February 11th.

  Webinar Link

Supplemental Special Education Services – SSES

SSES.tea.Texas.gov

Supplemental Special Education Services: Overview

Supplemental Special Education Services (SSES) are online accounts for families of K-12 students with **significant and complex disabilities** that have been impacted by COVID-19 school closures.

Who qualifies?

- K-12 Students with significant cognitive and complex disabilities who need help accessing the general curriculum.
  - Down syndrome, cerebral Palsy, Autism, BVI, DHH
- Low-income families will have priority access to these online accounts.
- STAAR Alt II eligible

What is it?

- Online accounts in a digital marketplace in which families can shop for goods and services using the $1,500 in their digital wallet to supplement and bolster services a child is already receiving in school.

What can you buy?

- Tutoring
- Educationally related services (OT, PT, BCBA, SLP)
- Textbook, curriculum, or other instructional material
- Computer hardware, software, or other technological devices that are used for educational needs

Supplemental Special Education Services

Supplemental Special Education Services: The Numbers

Online accounts of **$1,500** per eligible K-12 student.

(Families with multiple eligible students qualify for a $1500 credit for each eligible student)

Approximately **18,000** accounts will be made available.

(These accounts are available through Spring 2022)

Students must have been enrolled K-12 in Texas public school during **2019-2020** and must be enrolled in Texas public school in **2020-2021**.

Supplemental Special Education Services

Supplemental Special Education Services: How Does SSES work?

1

- Families apply through FACTS website.
- Provide relevant student information: student name, school district, school, and SSN or Unique ID.

2

- Information is provided to TEA for verification by external vendor.

3

- OSPM provider approves (yes or no) that the student meets/does not meet eligibility.
- External vendor provides family of approval/non approval.
  - Provides an approved family directions and link to access their online account.
 - If a family appeals non-approval, they will be referred to OSPM for guidance.

4

- Family registers for the online account.
  - Once a family successfully registers, they will have immediate access to the online account and the marketplace in which it can be used.
  - Families do not have access to actual money, and the account is only accessible through the online portal and available to use with approved vendors, goods, and services within the portal.

Process for Families and Parents

Families will go to sses.tea.Texas.gov and follow this 3-step process
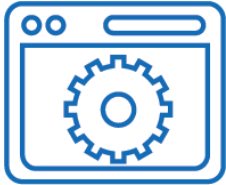
Step 1 – Program Overview and Eligibility Requirements

Start here to determine if your child is eligible for an SSES online account

Step 2 – Apply Online

Link to an online application, make sure you've obtained all documents from step 1

Step 3 – Log on to SSES Services and SSES Marketplace

After you've been selected for the program, go to this site to start you purchases

Supplemental Special Education Services

Student Eligibility Criteria

Student must have been enrolled in a Texas Public School in SY 2019-20 in grades K-12 and be enrolled currently (SY 2020-21)
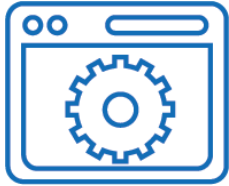
Step 1 – Program Overview and Eligibility Requirements

Start here to determine if your child is eligible for an SSES online account

Students Grades K – 2nd

- Designated as Multiple Disabilities

  OR

- Primary Disability of Deaf/Blind

  OR

- The combination of Primary Disability and Setting

Students Grades 3rd – 12th

- STAAR ALT II Eligible

Applying Online

Step 2 – Apply Online

Link to an online application, make sure you've obtained all documents from step 1

Families will apply for an Online Account through FACTS - They will need the following items to apply:

- Student's Primary Disability and Educational Setting or STAAR ALT II participation

- Tax Information from 2019

70% of accounts will be low-income families	30% open to all families

Supplemental Special Education Services

SSES Services and Marketplace

Families will have the option to purchase services as well as products for their students

Step 3 – Log on to SSES Services and SSES Marketplace

After you've been selected for the program, go to this site to start you purchases

SSES Services

Works as an online wallet (direct pay) for families to be able to purchase things like:

- Tutors

- Educational Service providers

SSES Goods

Similar to a mall (choose a specific store for purchases) for school purchases, such as:

- Books – curriculum-based items

- Computer Programs

- Computers/Assistive Technology Devices

Supplemental Special Education Services
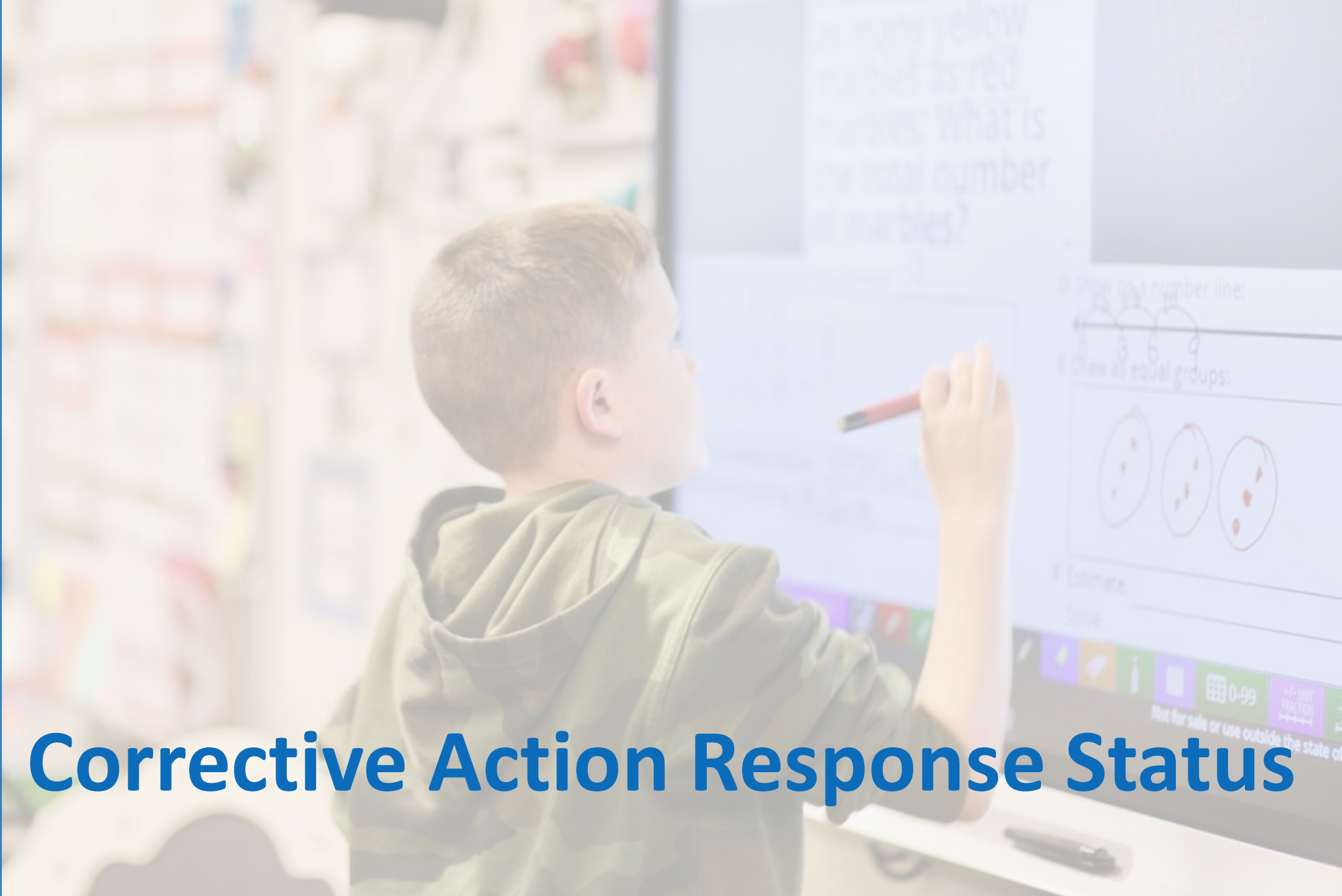
SSES Outreach Campaign

Overall Goal: 18,000 accounts created by June 30th, 2021.

LEA Campaign:

- LEA "Kits" with exact messaging
  (In English and in Spanish)
  - Flyers (backpack stuffer)
  - Letters/emails to eligible students
  - Sample Text messages

- LEAs have been provided with lists of eligible students through the ASCEND platform.

Corrective Action Response Status

TEA has completed 100% of the Corrective Action Response to OSEP

Overall Corrective Action Response Progress

100%
15/15

CAR-1
100%
7/7
Documentation for **Child Find**

CAR-2
100%
3/3
Plan & Timeline for **Child Find**

CAR-3
100%
3/3
Plan & Timeline for **Guidance** for Parents & Teachers

CAR-4
100%
2/2
Plan & Timeline for **Monitoring**

Progress on the Correction Action Response

Feb. 2017	OSEP Monitoring Visit

Jan. 2018	OSEP Letter with Findings

April 2018	TEA Responds with CAR

Oct. 2018	OSEP Responds to CAR

Jan. 2019	TEA Provides Documentation

March 2019	May 2019	OSEP Monitoring Visits

Spring 2017 — 20%

Spring 2018 — 33.3%

Fall 2018 — 60%

Dec. 2018 — 86.6%

Jan. 2019 — 93.3%

Feb. 2020 — 100%

Oct. 2020 — Providing Clarification

Spring 2017 (20%)

3b Parents Guide to the ARD Process

Laws Passed:

1f Prohibiting the use of a Performance Indicator based on a percentage of SpEd students

1g LEAs must notify parents who receives assistance from the district for learning difficulties

Spring 2018 (33.3%)

1a Communicate to all LEAs about Child Find and FAPE Requirements (TAAs dated 11/17/16, 2/26/18, and 6/6/18)

1e Training of Hearing Officers (5/1/18 and 11/16/18)

Fall 2018 (60%)

4a Reorganization of Review and Support and Monitoring

2c LEAs collect and retain data for evaluations, students identified and not identified

3a Dyslexia Handbook updated - including the difference on IDEA, 504 and RtI

Monitoring revised

1c (TAA July 2018 and 2019 and SPP Collection)

Dec. 2018 (86.6%)

1d Dispute Resolution Handbook

2a LEAs to send info to families

2b Guidance on LEA responsibilities under state and federal laws

4b Stakeholder groups established

Jan. 2019 (93.3%)

1b Review and ensure that assurance statements are received from LEA grantees

Feb. 2020 (100%)

3c Suite of Resources to Parents

Oct. 2020 (Providing Clarification)

Requested release from Corrective Action

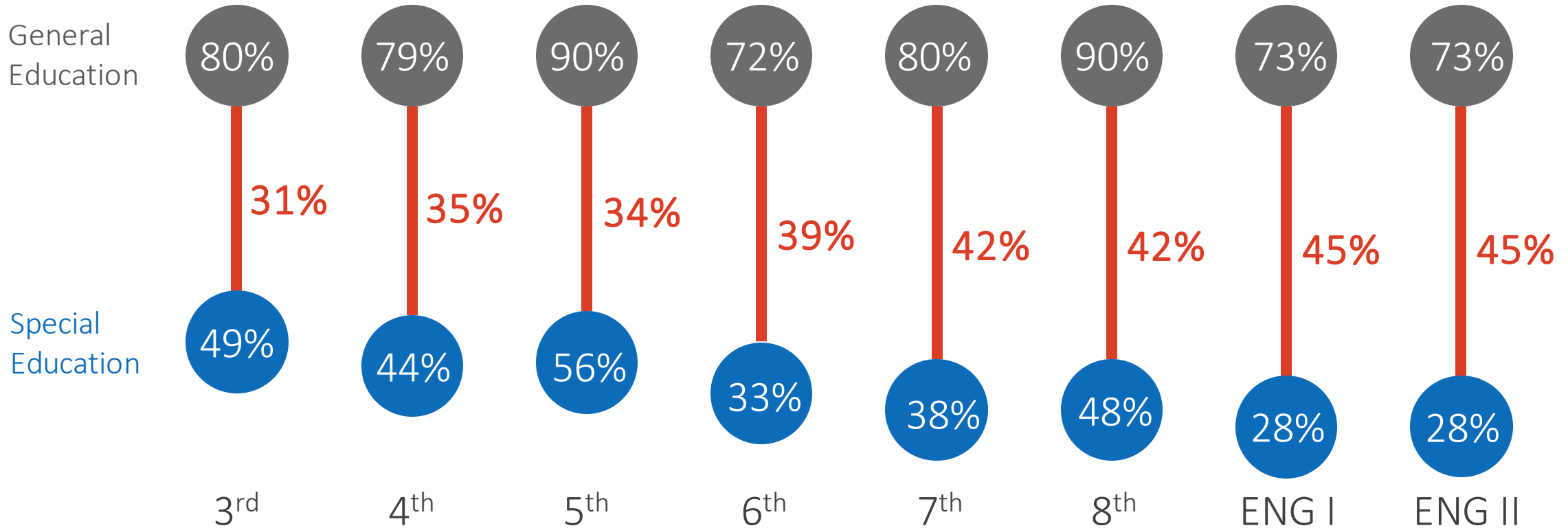Received clarification request

Providing clarification

Strategic Plan Update

The federal government required a corrective action plan to ensure compliance with IDEA.

TEA developed a strategic plan for special education to focus on improving student outcomes, beyond just improving compliance.

Gaps between **special education** and **general education** students grow throughout their schooling.

General Education

80%   79%   90%   72%   80%   90%   73%   73%

31%   35%   34%   39%   42%   42%   45%   45%

Special Education

49%   44%   56%   33%   38%   48%   28%   28%

3rd   4th   5th   6th   7th   8th   ENG I   ENG II

This chart notes the trend in reading scores, for the percent of students approaching grade level during 2018-2019 SY.

TEA

Students with a Disability have lower rates of College Readiness and lower graduation rates **than their peers.**

College Readiness

- 7% SpEd
- 50% All Students

Graduation Rate

- 77.9% SpEd
- 90% All Students
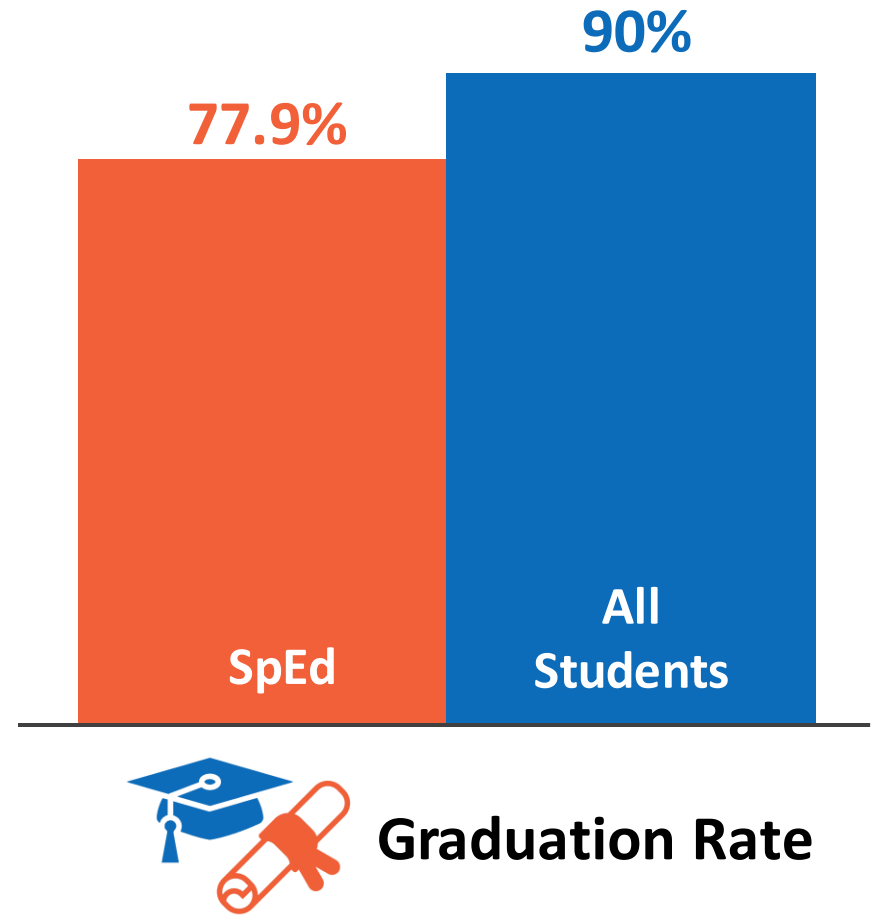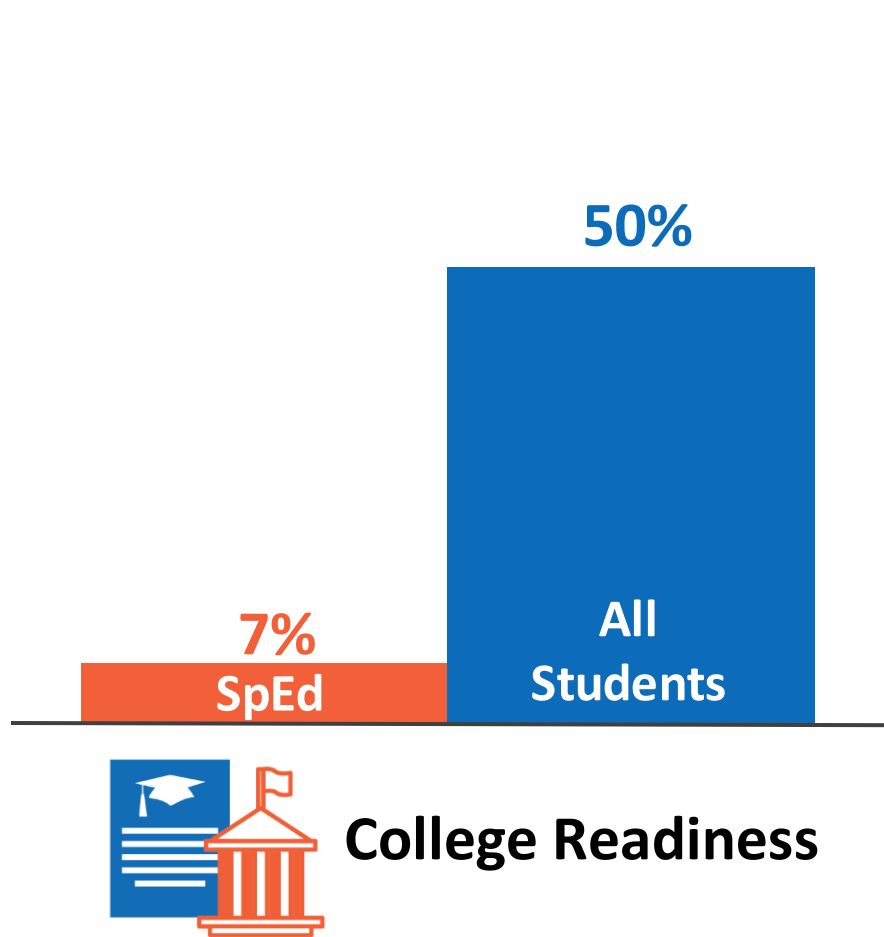
Graduating Class of 2018

Special Education Strategic Plan

Monitoring

Training, Support & Development

School, Family, and Community Engagement

Identification & Evaluation

Technical Assistance

Monitoring

Differentiated Monitoring System (DMS)

Self-Assessment

RDA (Results Driven Accountability System

Independent Audit of TEA Monitoring
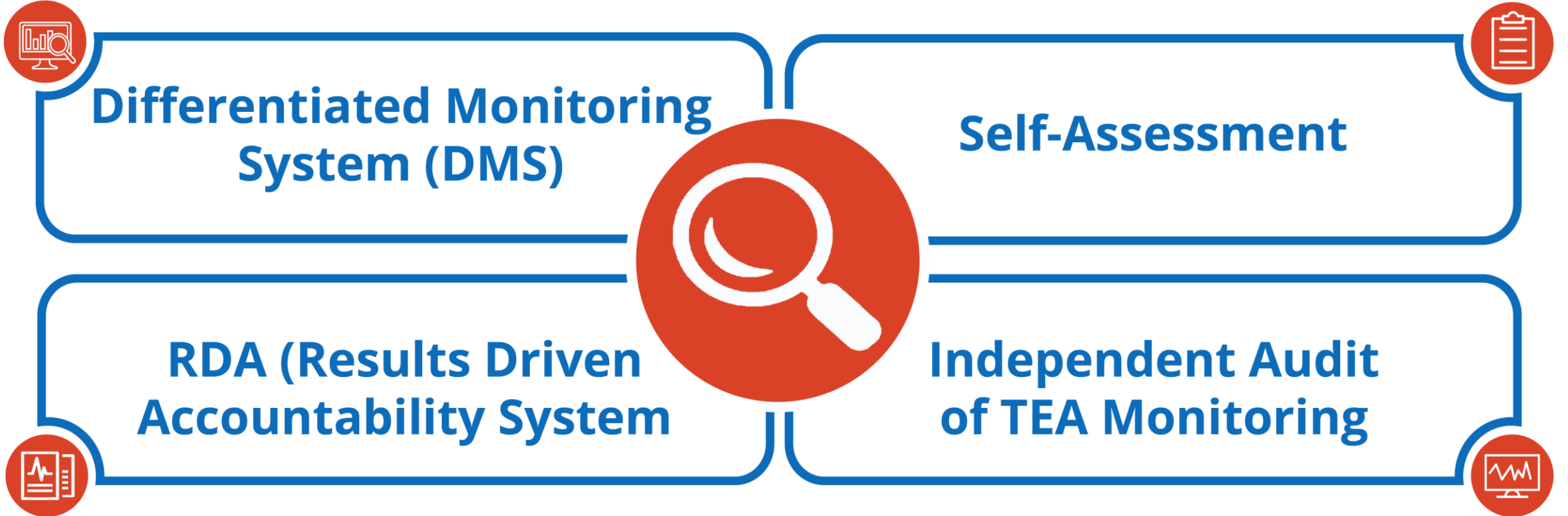
Strengthen support and supervision to schools.

Monitoring Cyclical and Targeted

Approximately **23%** LEAs Monitored Annually

Schools represented in the blue bars would not have been monitored under the prior monitoring system.

Year 1 (2019-2020)
142 — Cyclic Reviews
12 — Completed Targeted Reviews

Year 2 (2020-2021)
256 — (64) Carryover from year 1 — Cyclic Reviews
159 — (74) Carryover from year 1 — Projected Targeted Reviews

Year 3 (2021-2022)
203 — Cyclic Reviews
~85 — Projected Targeted Reviews

Year 4 (2022-2023)
204 — Cyclic Reviews
~85 — Projected Targeted Reviews

Year 5 (2023-2024)
204 — Cyclic Reviews
~85 — Projected Targeted Reviews

Year 6 (2024-2025)
207 — Cyclic Reviews
~85 — Projected Targeted Reviews

Monitoring

New Monitoring Process - Post Pilot Feedback

98%

Of participants were **very satisfied or satisfied** with their experience.

96%

Of participants stated the new monitoring process would **improve outcomes** for students with disabilities.

93%
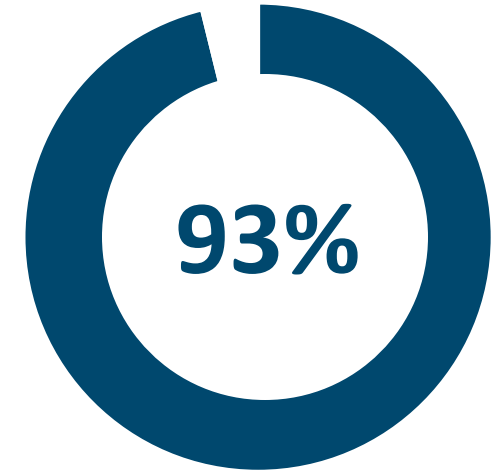
Of participants stated the new self-assessment was **user-friendly**.

Monitoring

New Monitoring Process - Post Pilot Feedback

Stated TEA R&S Staff was **knowledgeable concerning the monitoring process**

95%
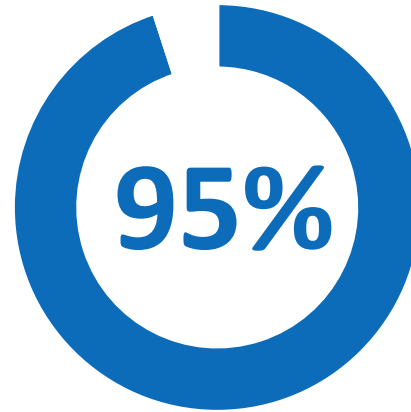
Stated TEA R&S Staff was **knowledgeable about special education rules and regulations**

> "This is a huge change. They worked as partners rather than setting themselves up in a combative position. We would welcome them back anytime...in my 25 years working in low SES districts and being through a variety of monitoring visits, this is the first one that felt like a partnership."

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.

All Teachers Need Specialized Training in Special Education

**Teacher
SpEd Academies**

Under Development

Most students receiving special education services are spending **80%** or more of their academic day in the **general education setting.**
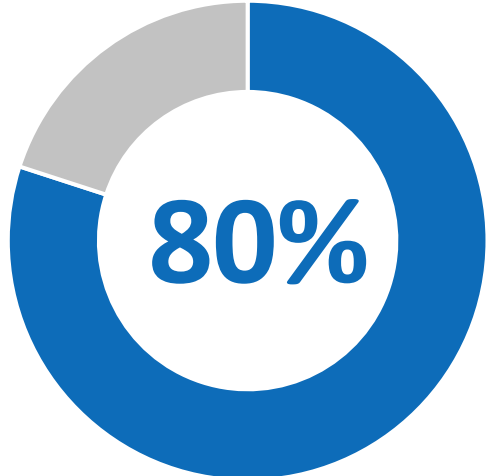
Training, Support & Development

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)

TEA

Training, Support & Development
General Technical Assistance Resources
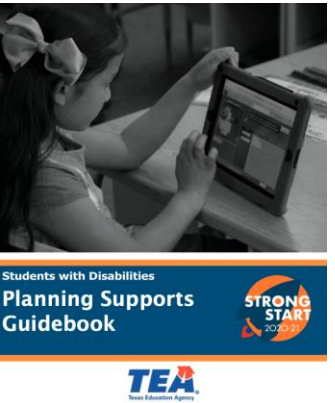
Technical Assistance Guides
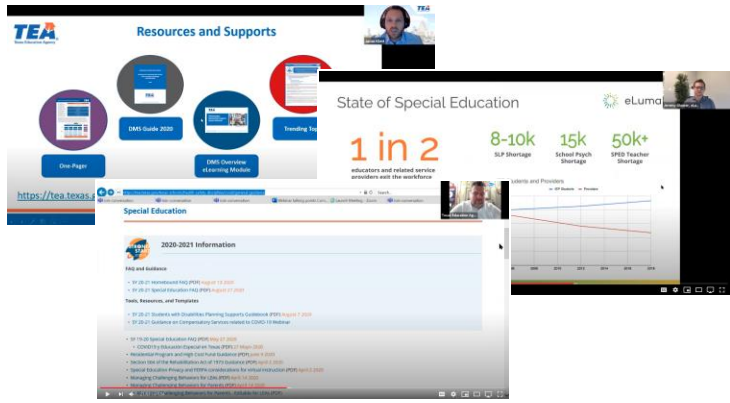
SPED Directors Webinars

Online Training Courses

Coaching Guides

Training, Support & Development
COVID-19 Technical Assistance Resources

COVID Resources Website
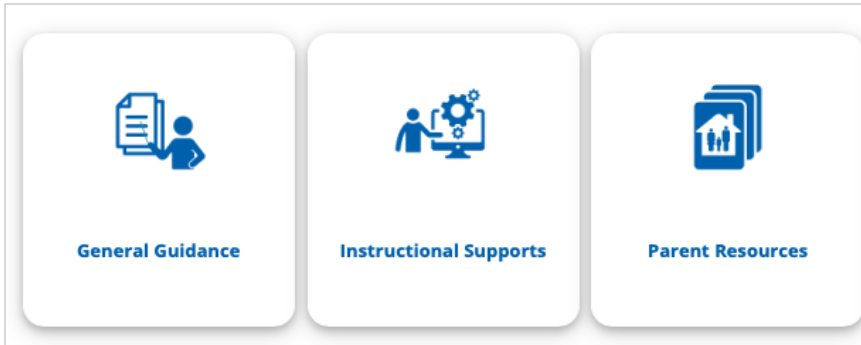
COVID Specific Training Videos
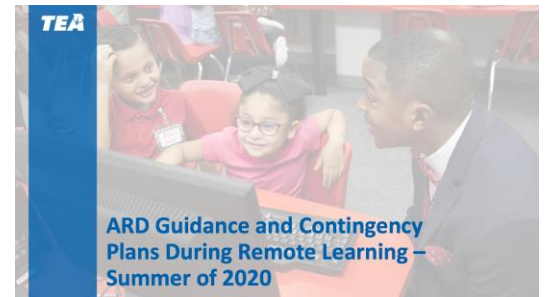
Student & Family Engagement

Web and Phone Support

Family Resources

Student, Family, & Community Engagement Network
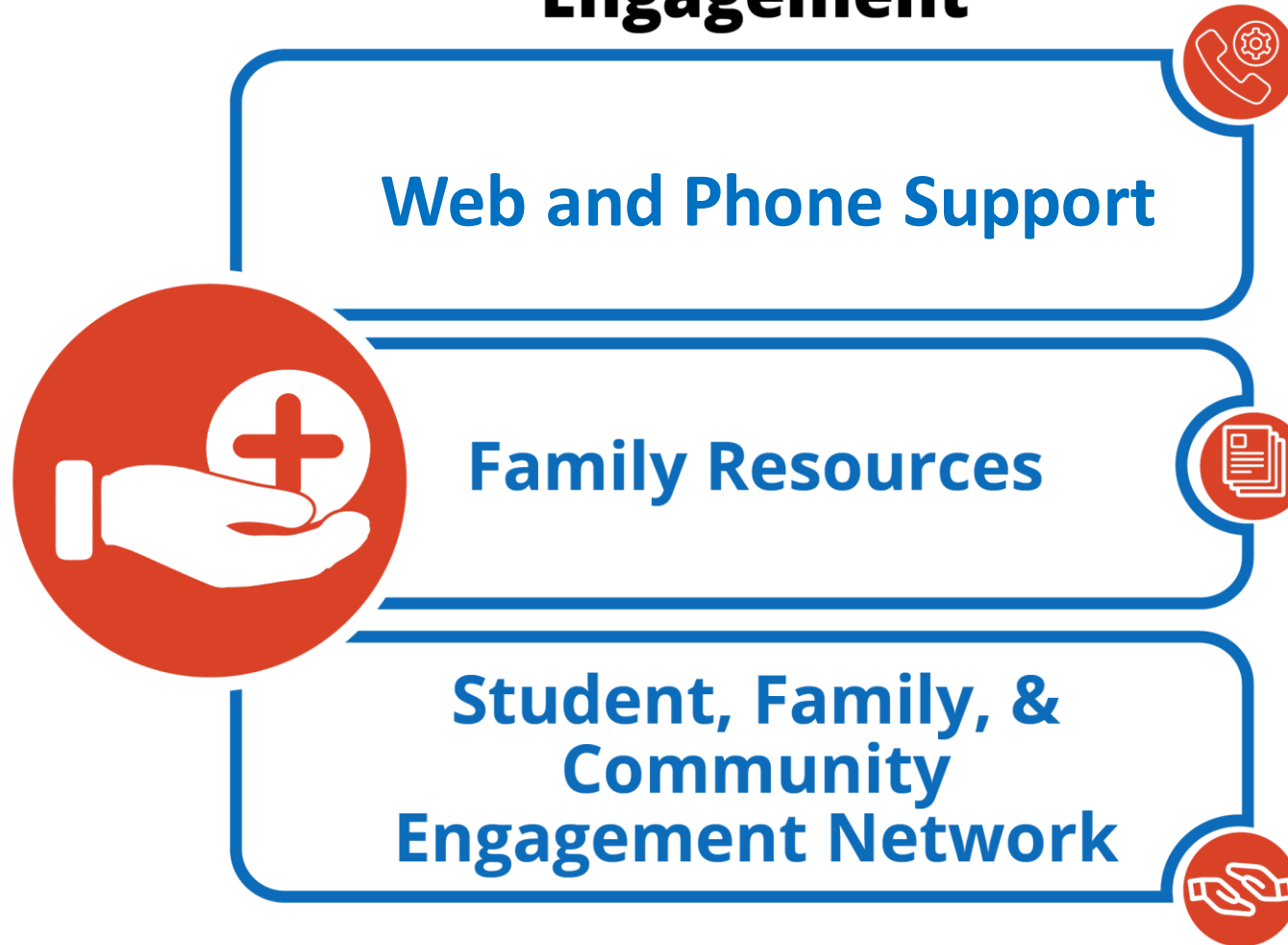
Ensure families are knowledgeable and able to engage in the educational decisions for their children.
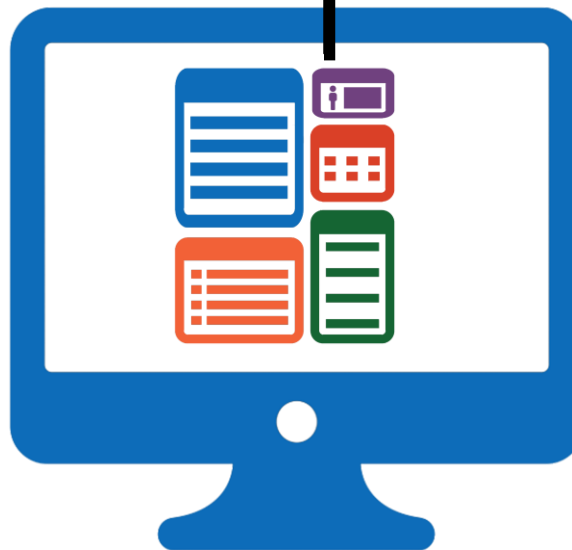
Appendix

House Bill 3

86th Texas Legislature increased funding for students with disabilities in these three specific areas.

$970

per student to schools

Students with disabilities served in mainstream classes will generate an additional $970 per year.

$616

per student to schools

Students with Dyslexia will generate an additional $616 per year.

$2,000

per student to schools

Students with disabilities who meet CCMR (College, Career, Military Ready) standards will generate an additional $2,000 per year.
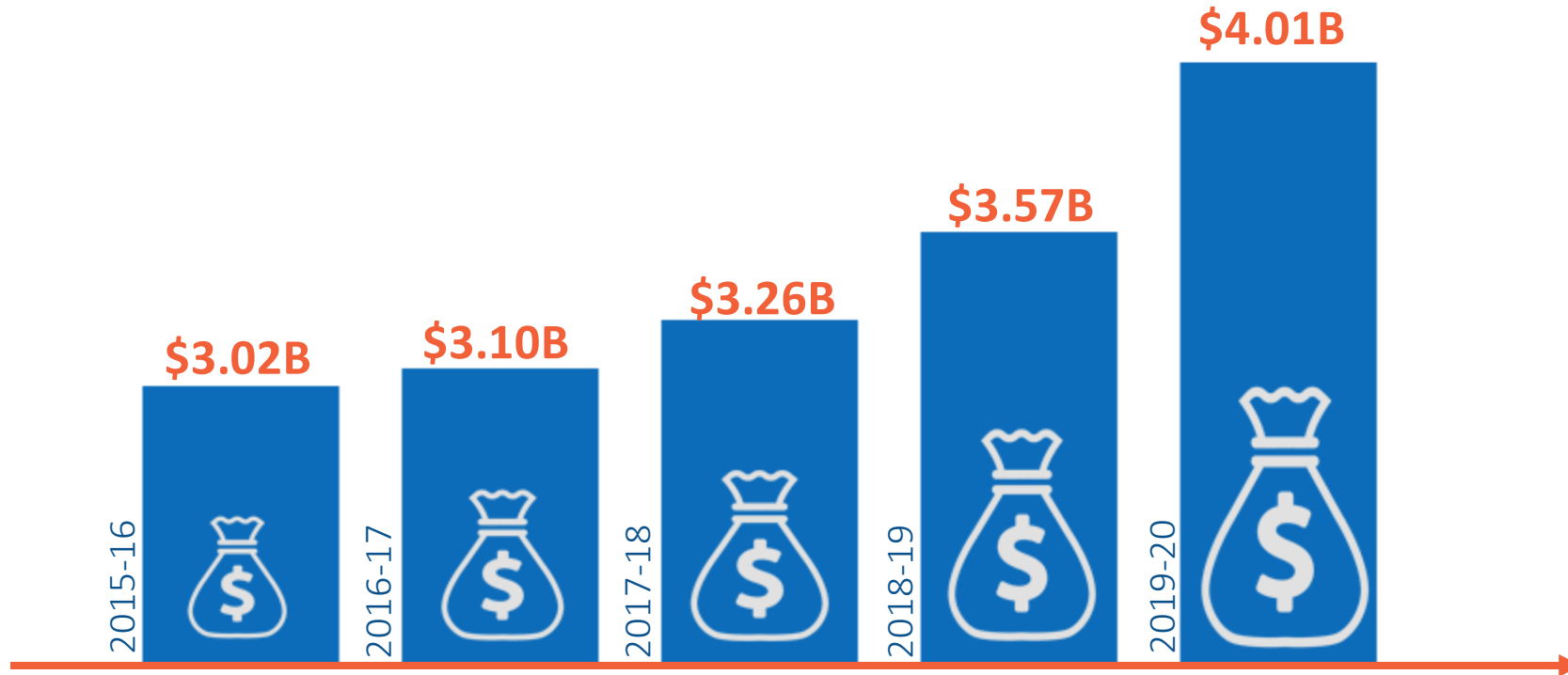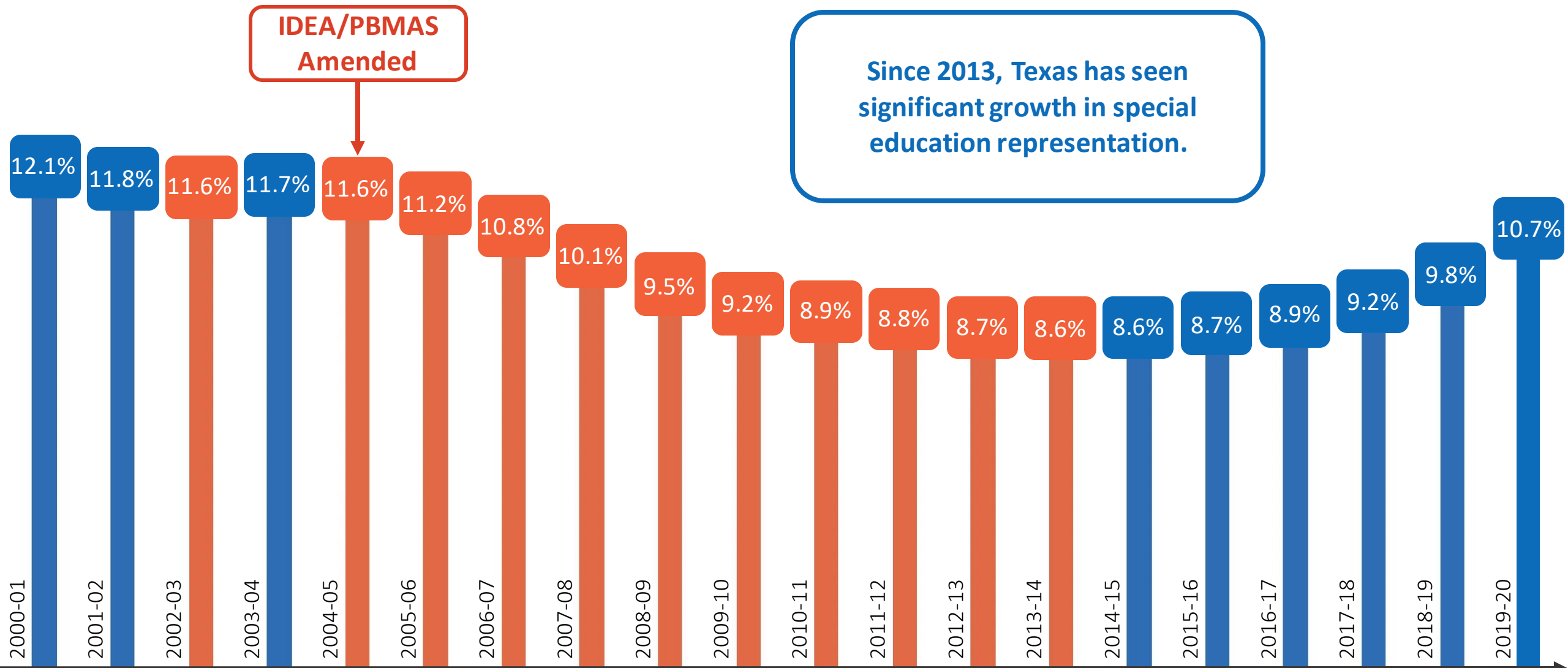
IDEA/PBMAS Amended

Since 2013, Texas has seen significant growth in special education representation.

Year	Percentage
2000-01	12.1%
2001-02	11.8%
2002-03	11.6%
2003-04	11.7%
2004-05	11.6%
2005-06	11.2%
2006-07	10.8%
2007-08	10.1%
2008-09	9.5%
2009-10	9.2%
2010-11	8.9%
2011-12	8.8%
2012-13	8.7%
2013-14	8.6%
2014-15	8.6%
2015-16	8.7%
2016-17	8.9%
2017-18	9.2%
2018-19	9.8%
2019-20	10.7%

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 (* represents not yet published)
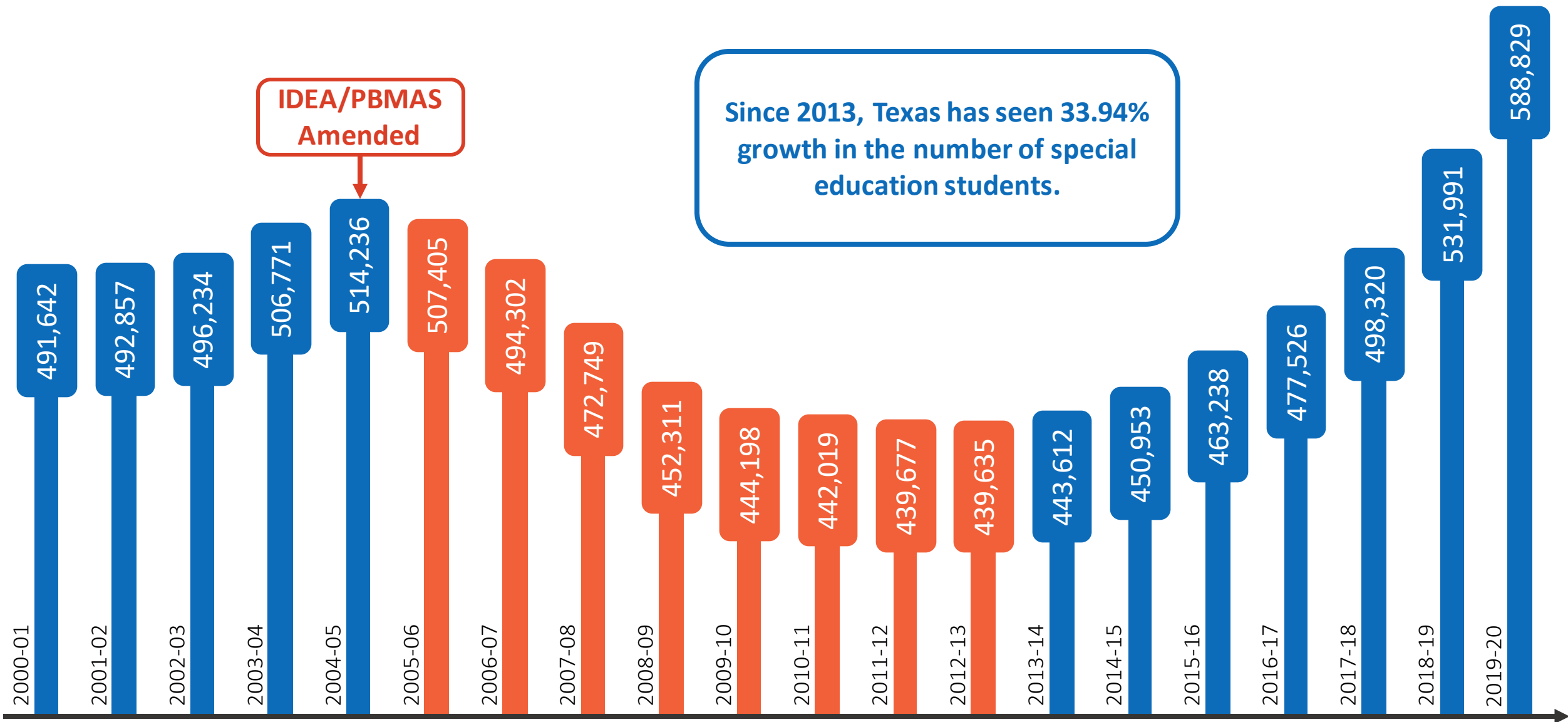
IDEA/PBMAS Amended

Since 2013, Texas has seen 33.94% growth in the number of special education students.

Year	Students
2000-01	491,642
2001-02	492,857
2002-03	496,234
2003-04	506,771
2004-05	514,236
2005-06	507,405
2006-07	494,302
2007-08	472,749
2008-09	452,311
2009-10	444,198
2010-11	442,019
2011-12	439,677
2012-13	439,635
2013-14	443,612
2014-15	450,953
2015-16	463,238
2016-17	477,526
2017-18	498,320
2018-19	531,991
2019-20	588,829

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

Context on the growth in special education enrollment in Texas

Texas has identified an additional 112,000 students for special education in the past 4 years.

These additional students receiving services in Texas represent more than 30 other states' total special education populations.

Student enrollment numbers from 2017-18. https://nces.ed.gov/programs/digest/d18/tables/dt18_204.70.asp

TEA has almost **quadrupled** the number of employees supporting our special education students.

20 Employees (2015-16) and 79 Employees (2019-20)
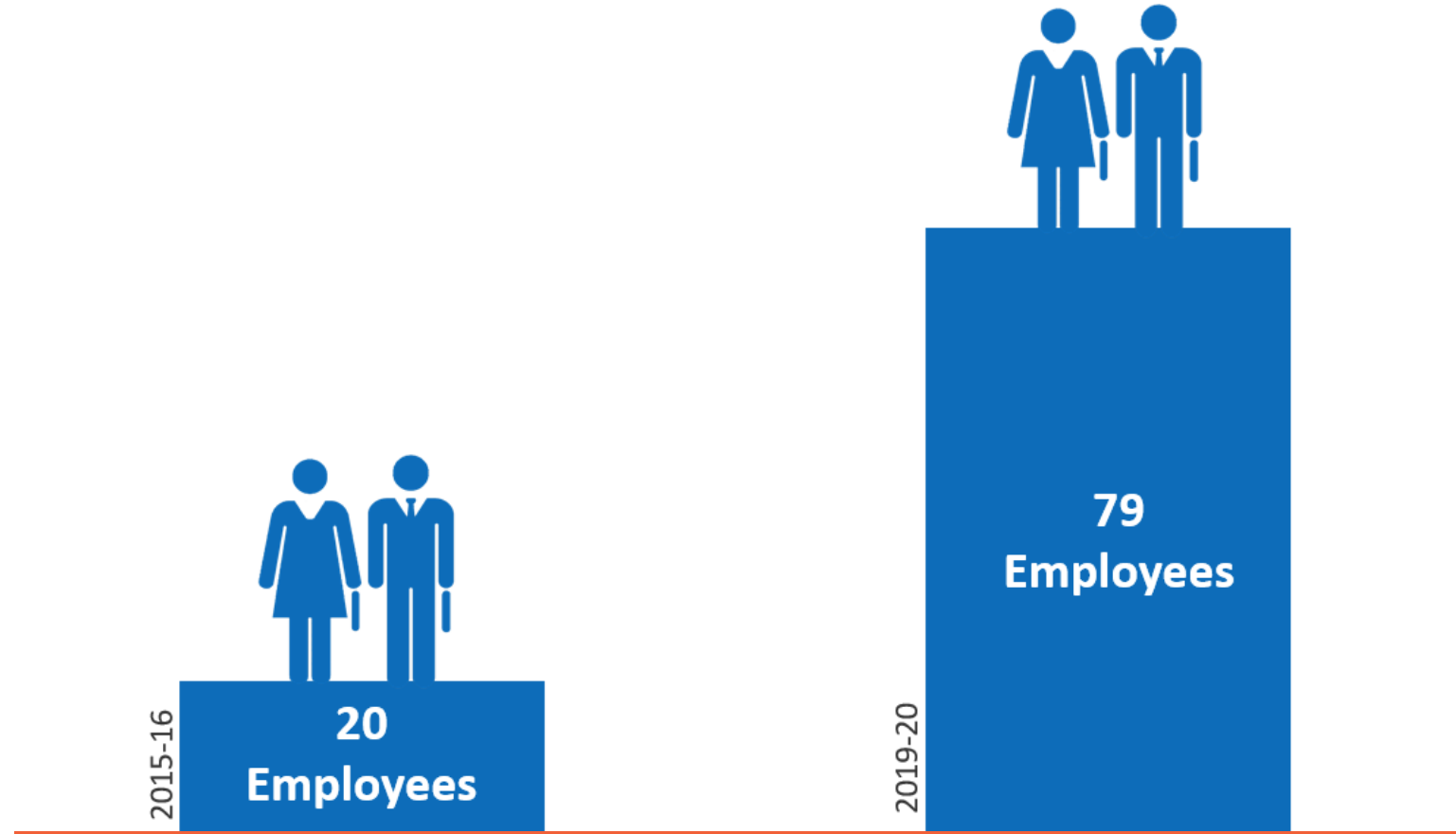
277 Districts/Charters were monitored in 2019-2020, up from 108 in 2016-2017.
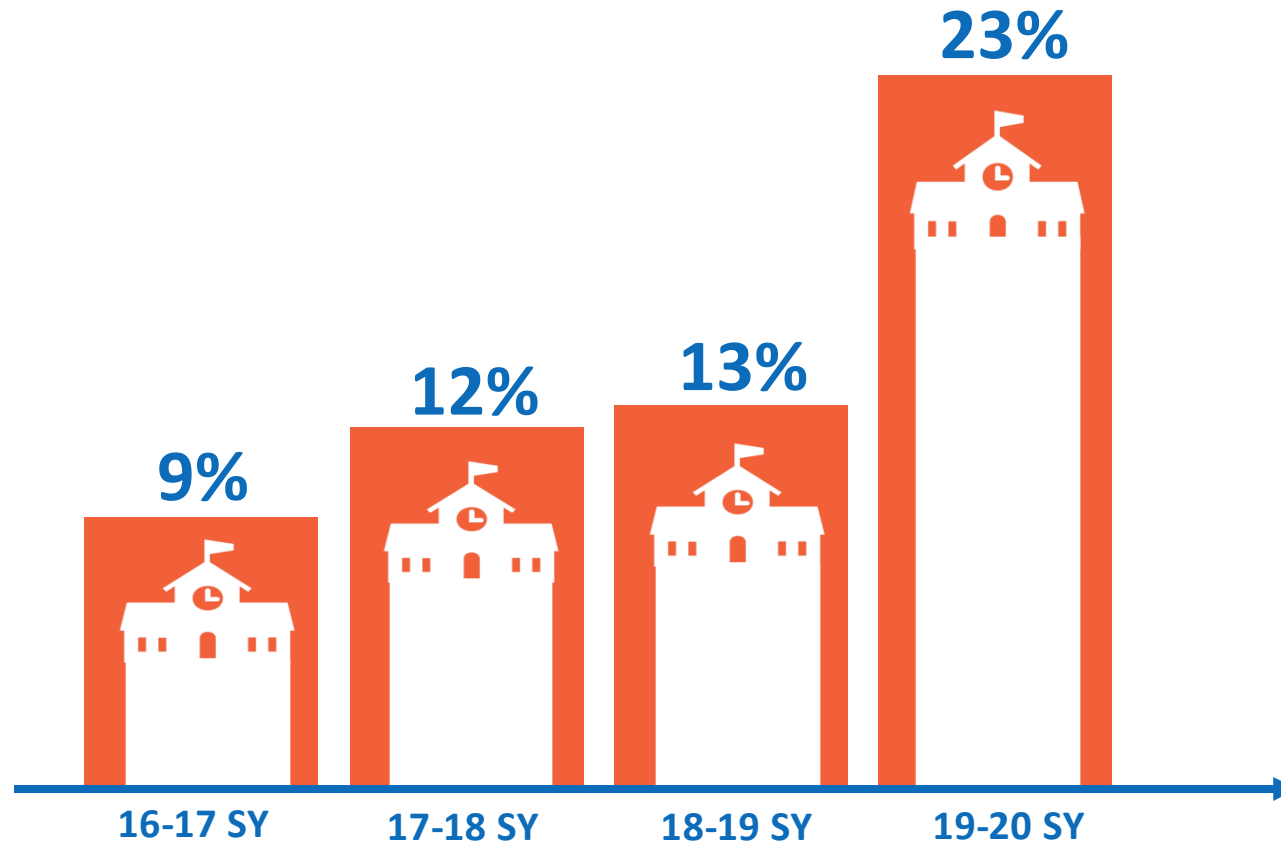
Special Education Evaluations Serve as a Leading Indicator for Total Special Education Representation

The decline in 2019-20 evaluations may be at least partially the result of COVID school closures in March 2020.

2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
61,064	61,745	72,949	76,721	75,149	80,439	82,248	77,084	84,472	88,962	101,287	138,543	115,304