

# State of the State and Administrative Code Updates

NELI

December 6, 2024

## VISION STATEMENT

Together, we are committed to  
**high expectations** and  
**strong systems** that achieve  
**equitable outcomes**  
for students with diverse learning needs.

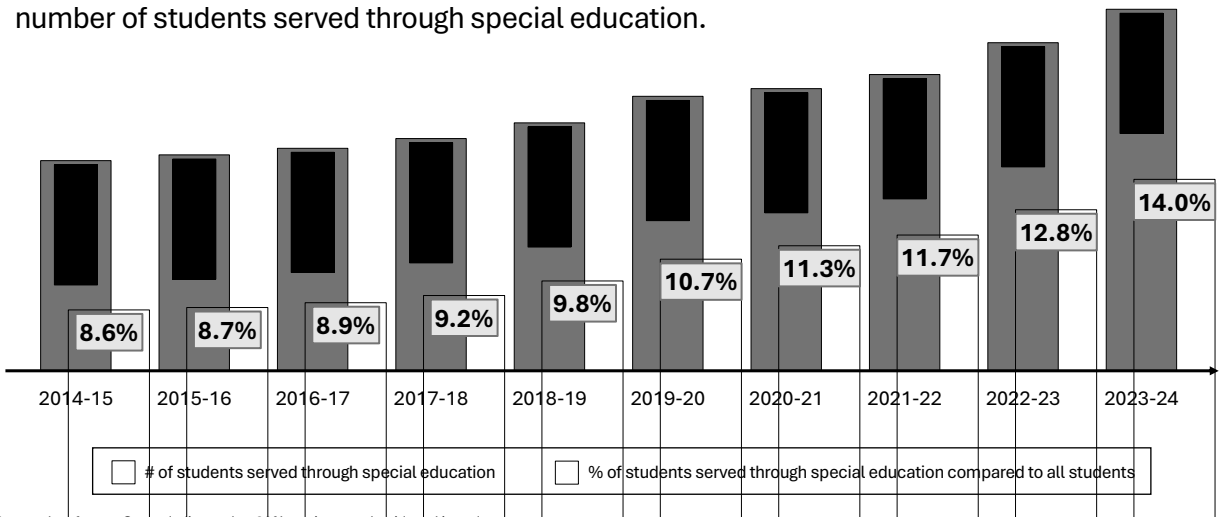


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|  | <h2>Agenda</h2> <ul style="list-style-type: none"><li>Data and Resources</li><li>Administrative Code Updates</li></ul> |
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|  | <div data-bbox="326 1423 1330 1589" data-label="Text"><p><b>Data and Resources</b></p></div> |
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## Students Served by Special Education

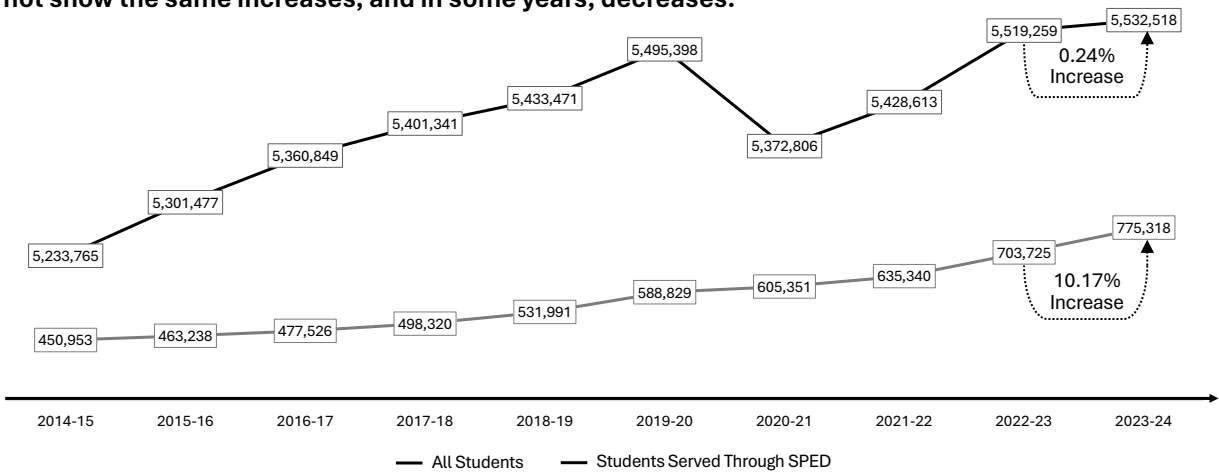
Since the 2014-15 school year, there's been a **72% increase** in the number of students served through special education.



Source data from a. Speced\_dis\_student23f by unique studentid total is and Windham submission. Dataset was collected as Enrollment in Oct Fall, 2023. Texas Education Agency

## Increase in special education identification

Special Education identification continues to increase, while the student population in Texas does not show the same increases, and in some years, decreases.



Note: Graphs are not on the same scale this is to show the change in student populations year over year.

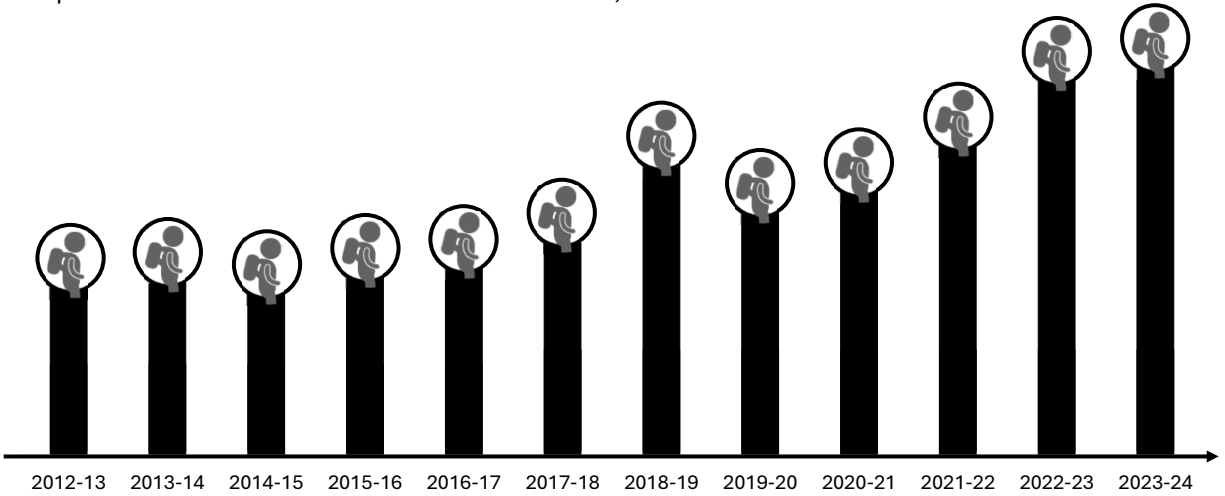
Texas Education Agency

Source data from a. Speced\_dis\_student23f by unique studentid total is and Windham submission. Dataset was collected as Enrollment in Oct Fall, 2023.

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## Special Education Evaluations Serve as a Leading Indicator for Total Special Education Representation

As special education identification continues to increase, so does the number of evaluations.



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## Full Individual Initial Evaluations (FIEs)

A child is assessed in all areas of suspected disabilities, including the following, if appropriate:



The cost of an FIE can range from:



**\$1,000 - \$5,000+**

### 2023-2024 Estimate Range

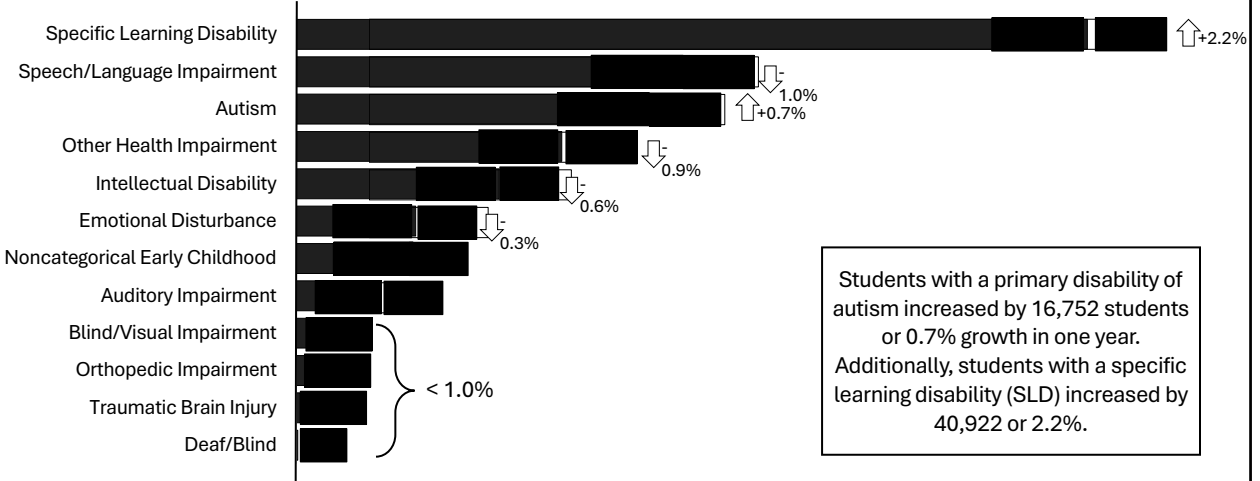
\$1,000 FIE = **\$184.9M**

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\$5,000 FIE = **\$924.5M**

# Primary Disabilities of Students Served Through Special Education

Data from the 2023-2024 School Year

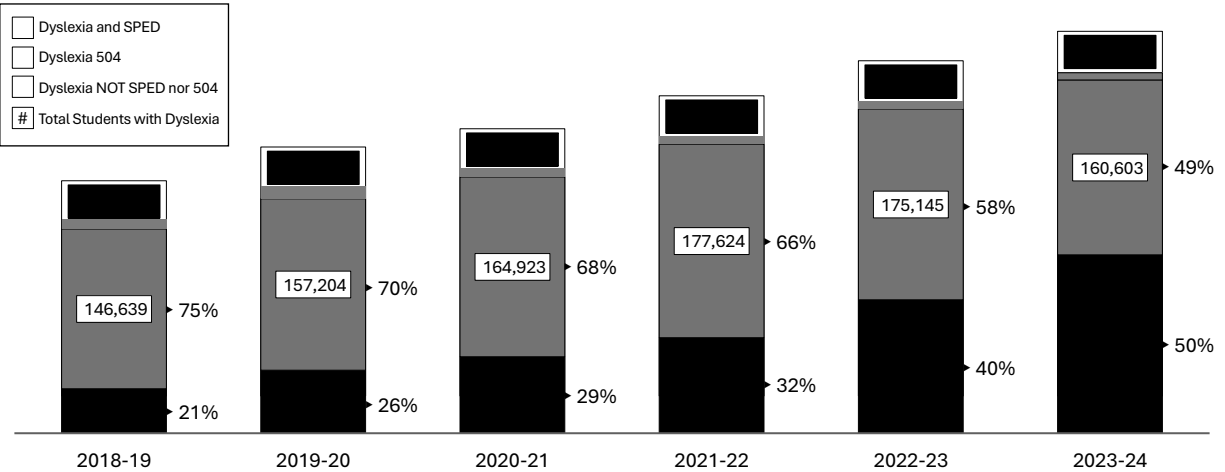


Students with a primary disability of autism increased by 16,752 students or 0.7% growth in one year. Additionally, students with a specific learning disability (SLD) increased by 40,922 or 2.2%.

NOTE: The smallest 6 primary disabilities had less than a 0.1% change or stayed the same from last year. Source data from a. Speced\_dis\_student23f by unique studentid total and Windham submission. Dataset was collected as Enrollment in Oct Fall, 2023.

# Students identified with dyslexia continues to increase.

In the past 5 years, there has been an almost 70% increase of students identified with dyslexia. Additionally, the percent of students with dyslexia and served through special education **has more than doubled** since the 2018-19 school year.

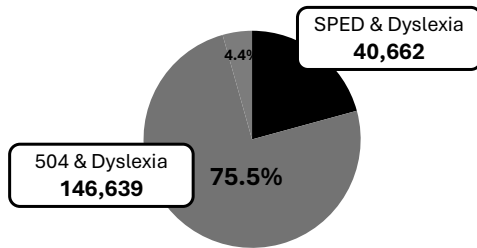


Note: TEA started collecting 504 information in 2019. Not all students with 504 information in 2023F with no dup by studentid, this dataset was collected as Enrollment in Oct Fall, 2023

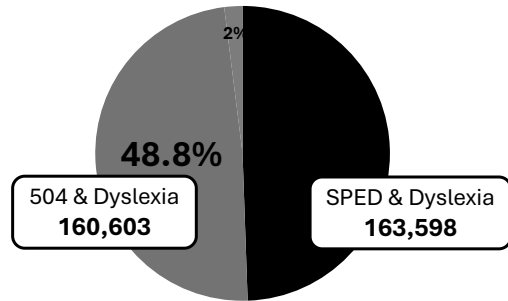
## Students identified with dyslexia continues to increase.

Beginning this year, more students with dyslexia are served through special education than Section 504. Since the 2018-2019 school year, there has been more than a 25% decrease for students with dyslexia being served in Section 504 to now **almost a 30% increase in students with dyslexia being served through special education.**

**2018-2019 School Year**  
194,225 Total Students with Dyslexia



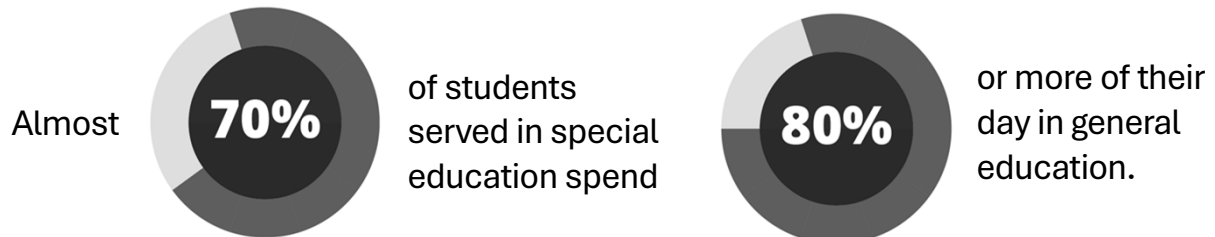
**2023-2024 School Year**  
329,247 Total Students with Dyslexia



Source data from a. Speced\_dis\_student23f by unique studentid total is and Windham submission. Dataset was collected as Enrollment in Oct Fall, 2023.

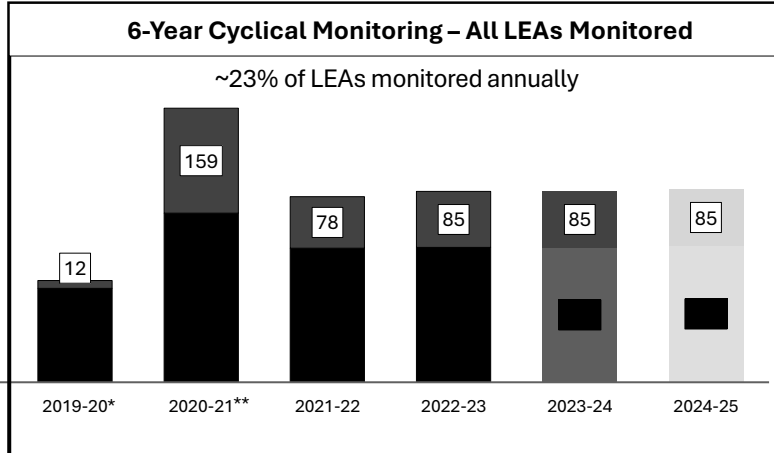
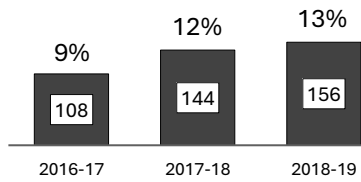
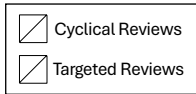
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## General Education Settings



# Monitoring

Prior to cyclical monitoring, these LEAs would not have been monitored.

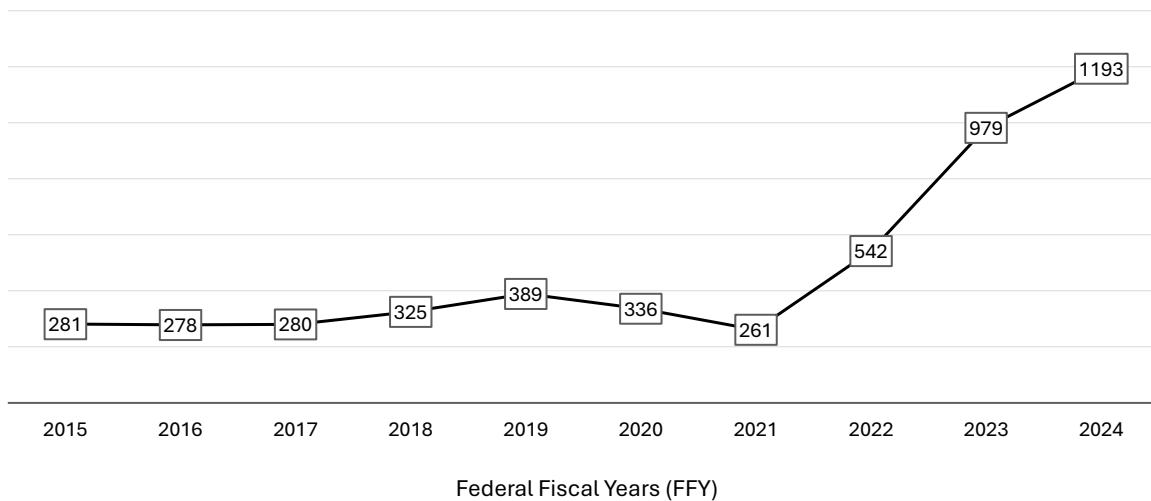


\*COVID impacted monitoring numbers

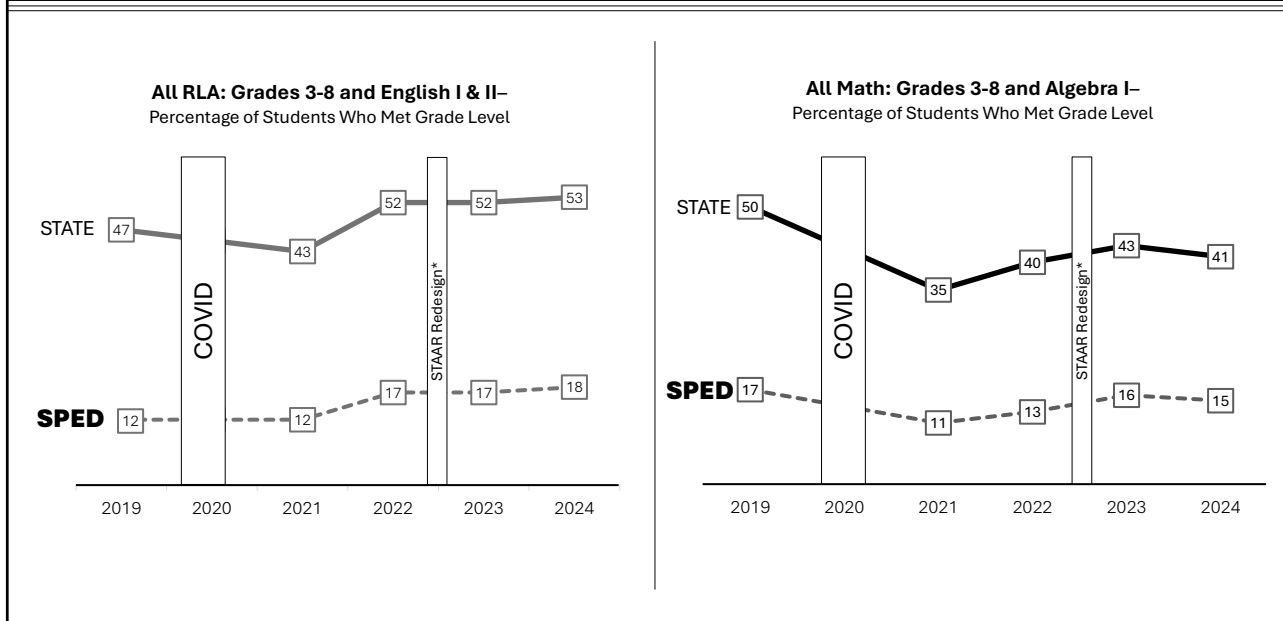
\*\*Monitored carryover from prior year – 64 LEAs in cyclical and 74 LEAs in Targeted

Texas Education Agency

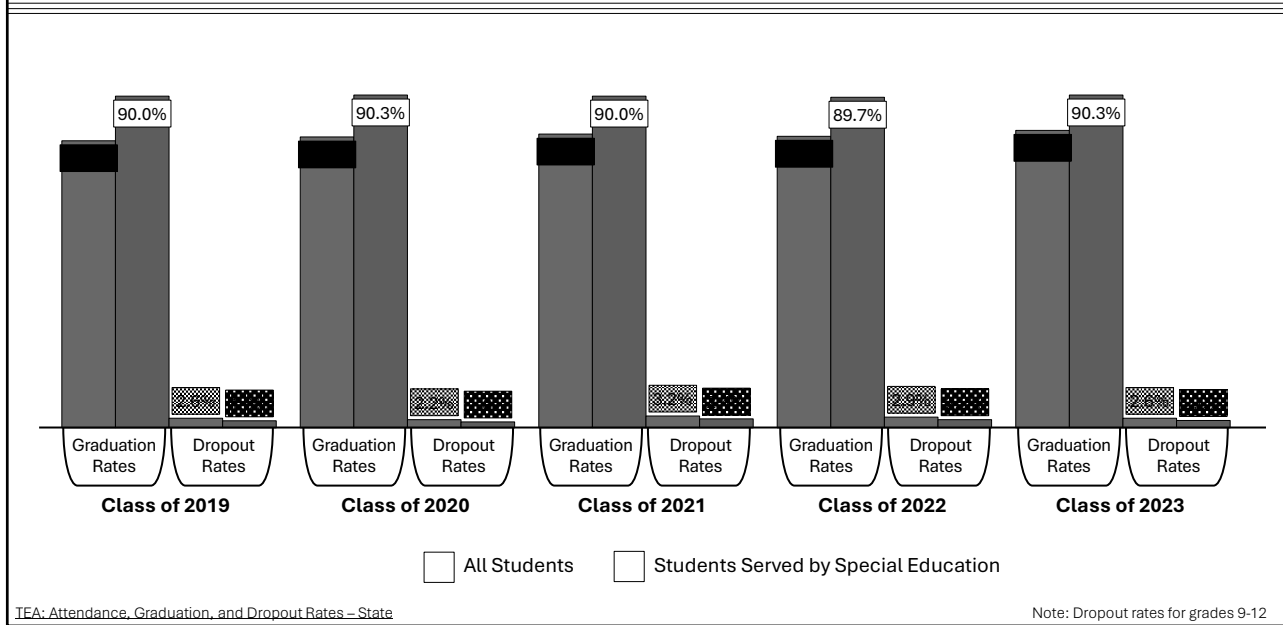
## Number of Special Education Complaints Received Over Time



## Student 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.

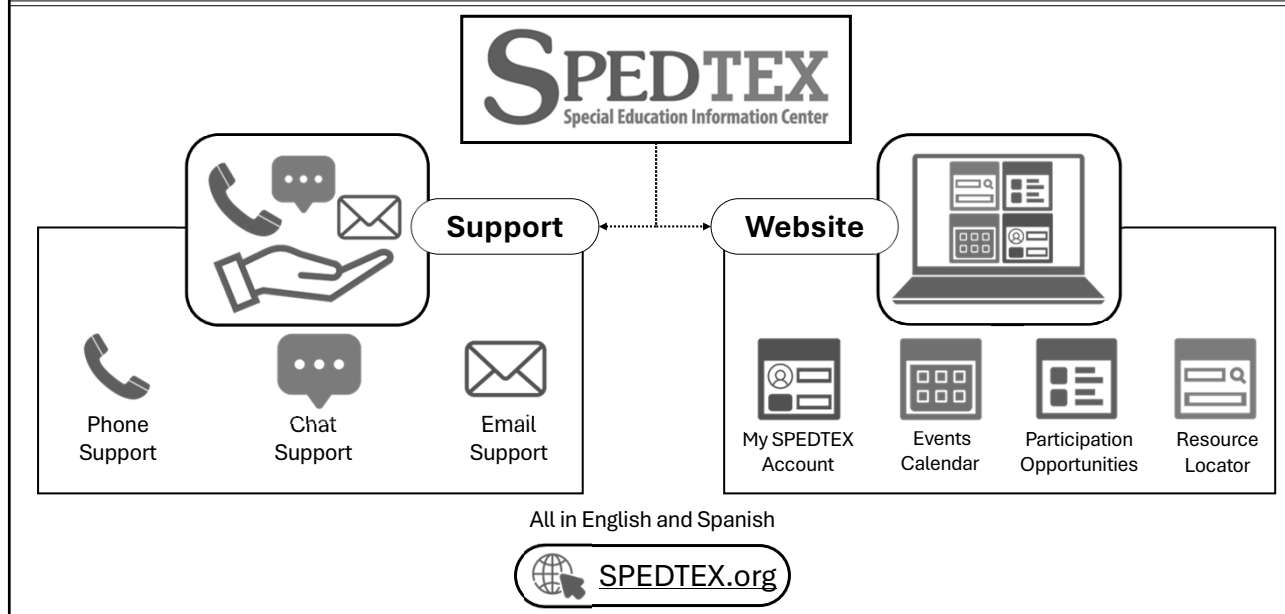


IJA: Attendance, Graduation, and Dropout Rates – State

Note: Dropout rates for grades 9-12



## SPEDTex – the Special Education Information Center



## Texas SPED Support



**TEA's website Texas SpEd Support houses all special education technical assistance resources in one place.**

- 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



# Administrative Code Updates

SSES is now PDSES



The Supplemental Special Education Services (SSES) program is **now Parent-Directed Special Education Services (PDSES) program**.  
The PDSES program is the same as the SSES program, just with a new name to better reflect the importance of parents as decision makers in the educational process.

**[PDSES.TEA.TEXAS.GOV](http://PDSES.TEA.TEXAS.GOV)**

## 19 TAC §102.1601 – Highlighted Changes

### Highlighted changes from 19 TAC §102.1601 – Effective May 28, 2024:

- (a) Change: Changed the name = Parent-Directed Special Education Services (PDSES)
- (b) Change: “Supplemental” has been replaced with “Parent-Directed” throughout.
- (c) Added/Clarified: Students who receive services at an LEA through proportionate share are NOT eligible. Added language to clarify that students must be “served under an individualized education program (IEP) in a special education program”.
- (f)(3) New Section: “TEA will establish an annual application window.”
- (f)(6) New Section: TEA will no longer reprocess applications. Parents with ineligible students can either appeal (with correct documentation – no change to the ability to appeal) or must reapply during the next school year. *Note: All applications were reprocessed one final time in April 2024. Ineligible applications were notified of their options to appeal, or they must reapply next school year.*

## 19 TAC §102.1601 – Highlighted Changes (cont.)

### Highlighted changes from 19 TAC §102.1601 – Effective May 28, 2024:

- (j) Added: School districts and open-enrollment charter schools shall notify families of the program and, **unless the school district or charter school has verified that a parent has already received or applied for a program grant**, shall provide the following at the student's admission, review, and dismissal (ARD) committee meeting:
  - (1) instructions and resources on accessing the online accounts, **including the application window established by TEA**; and
  - (2) information about the types of goods and services that are available through the SSES grant.

**ARD committees still have the responsibility to inform parents of the PDSES program.**

## PDSES Application

- The SSES application is closed. **The application will open on February 3, 2025**, as the Parent-Directed Special Education Services (PDSES) application. The application will be open for 6-weeks.

**Interest Form:** Fill out the interest form on the PDSES site to join the email list - TEA will send up to 5 emails with information on applying.

### Join the Email List

The SSES application is closed. **The application will open again on February 3, 2025, as the Parent-Directed Special Education Services (PDSES) application.** If you would like to receive email updates, please fill out the interest form below to join the email list.

Join the Email List - English

Join the Email List - Spanish

**PDSES.TEA.TEXAS.GOV**



## Notable Changes to SBOE Dyslexia Rule 19 TAC §74.28 – Effective June 30, 2024

### Definitions of these terms:

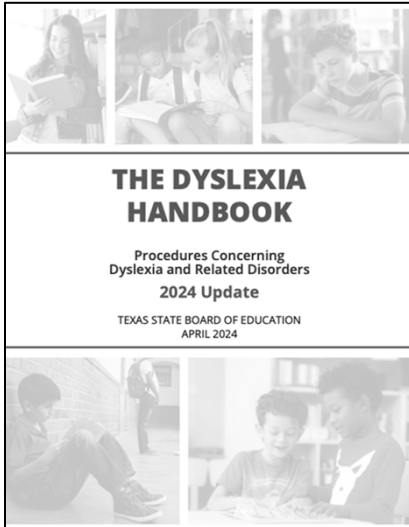
- Screening
- Testing
- Treatment
- Direct dyslexia instruction
- Provider of dyslexia instruction

### 19 TAC §74.28

*Each district and open-enrollment charter school **must provide to parents of students enrolled in the district or school information on characteristics of dyslexia and related disorders**; evaluation and identification of dyslexia and related disorders; effective instructional strategies for teaching students with dyslexia and related disorders; qualifications and contact information for providers of dyslexia instruction at each campus or school; instructional accommodations and modifications; the steps in the special education process, as described in the Overview of Special Education for Parents form; and how to request a copy and access the electronic version of the Dyslexia Handbook. (Former rule referred to a parent education program for parents of students with dyslexia and related disorders).*



## The 2024 Dyslexia Handbook is Published



**VIEW THE DYSLEXIA HANDBOOK HERE:**



## NEW Handbook FAQ Published August 9



- **The Dyslexia Handbook - Updated on August 9, 2024** (The handbook linked here includes the Dyslexia Handbook Frequently Asked Questions (FAQs), also linked below as a standalone document)
- **Manual Sobre Dislexia (The Dyslexia Handbook - Spanish)** - Spanish Handbook with the FAQs will be posted soon.



### Dyslexia Resources

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- **The Dyslexia Handbook Frequently Asked Questions (FAQs)** (New as of August 9, 2024)



## Rules Effective July 23, 2024

### **19 TAC §89.1049. Parental Rights Regarding Adult Students.**

- Deletion of outdated text

### **19 TAC §89.1065. Extended School Year Services.**

- Clarifying that previously acquired progress must have been demonstrated
- Requiring the ARD committee to consider ESY at the annual IEP review
- Adds that if a student who requires ESY withdraws from one district and registers in another one, the new district is responsible for ensuring those services are provided (could include direct provision of the services, contracting with the previous district or another entity)

### **19 TAC §89.1141. Education Service Center Regional Special Education Leadership.**

- Deletion of text that is either already covered in the Education Code or in required program assurances or other grant paperwork



## Rules Effective July 30, 2024

### **19 TAC §89.1011. Full Individual and Initial Evaluation.**

- Identifies campus principal as an example of a district administrative employee for purposes of a parent submitting a written request for a special education evaluation;
- Requires the **Overview of Special Education for Parents** form for suspicions of all disabilities, not just dyslexia;
- Initial ARD committee meeting: if the **30th calendar day falls during the summer** and school is not in session, the ARD committee **must meet not later than the 15th school day** to finalize decisions concerning initial eligibility, and if appropriate, IEP and placement (was by first day of school);
- **Copy of written FIIE report** must be provided to parent as soon as possible after completion **but no later than five school days prior to the initial ARD committee meeting** (or not later than June 30 if the evaluation timeline was at least 35 but less than 45 school days before the last instructional day and less than 3 absences)



## Rules Effective July 30, 2024

### 19 TAC §89.1040. Eligibility Criteria

#### Autism:

- Determination of autism cannot require that the student meet the requirements for a medical/psychological diagnosis; the absence of the “other” characteristics often associated with autism listed in 34 CFR §300.8(c)(1) does not exclude a student from meeting eligibility; deletion of pervasive developmental disorder mention.

#### Deaf-blindness:

- Minor wording change

#### Deaf or hard of hearing:

- **Deletion of the requirement for otological examination;** adds requirement for a communication assessment; instead of referring to “amplification,” the term is changed to “hearing assistive technology;” **adds a child under 3 years of age** meets criteria if the student’s record indicates the child is experiencing a developmental delay because of hearing loss or impairment, or the child has a physical or mental condition that has a high probability of resulting in a developmental delay and sensory impairment in accordance with 34 CFR §303.21.



## Rules Effective July 30, 2024

#### Emotional Disturbance:

- Changing to Emotional Disability

#### Intellectual Disability:

- No changes

#### Multiple Disabilities:

- Changes to align better with the federal definition

#### Orthopedic Impairment:

- Student’s eligibility must include a medical diagnosis provided by a licensed physician (previously required a physician to be part of the MDT)

#### Other Health Impairment:

- Student’s eligibility must include identification or confirmation of the student’s chronic or acute health problem provided by a medical provider (list of providers, i.e., physician, physician assistant or advanced practice nurse didn’t change) (previously required the provider as part of the MDT)



## Rules Effective July 30, 2024

### **Specific Learning Disability:**

- Changes to refer to the areas of written expression potentially including dysgraphia, and basic reading skill and reading fluency skills potentially including dyslexia;
- Adds reminder that significant variance among cognitive function and academic achievement not required for SLD determination;
- Adds a subsection specifically about suspicions of dyslexia to include reference to the required dyslexia professional as a member of the MDT/ARD, evaluation including all domains or other SBOE requirements; using the terms in the evaluation report (should also be in the IEP per the Handbook)
- Alignment changes

### **Speech Impairment:**

- No changes



## Rules Effective July 30, 2024

### **Traumatic Brain Injury:**

- Must include a medical diagnosis by a licensed physician (previously required physician as part of MDT)

### **Visual Impairment:**

- Adds child under 3 years of age meets criteria if child's record indicates that a child is experiencing a developmental delay because of vision loss or impairment, or the child has a physical or mental condition that has a high probability of resulting in a developmental delay and a sensory impairment.





## Transitioning from NCEC to Developmental Delay

**Noncategorical Early Childhood (NCEC)** is defined as a student between the ages of 3-5 who is evaluated as having an intellectual disability, an emotional disability, a specific learning disability, or autism but whose ARD committee describes as NCEC instead.



### Developmental Delay:

- Definition listed in the rule; based on extensive public comment, the final rule will allow the use of this category from ages **3 through 9 years of age**.
  - No district will be required to use it (however, if a district uses it, the district must use the definition and criteria listed).
  - A district **MAY** begin using this beginning with the 2024-2025 school year.
  - **NCEC must no longer be used beginning with the 2025-2026 school year.** Any eligible student who begins the 2025-2026 school year with NCEC, the student can maintain this eligibility until the required re-evaluation before the age of 6.



## Developmental Delay Definition

Developmental delay. A student with developmental delay is one who is **between the ages of 3-9 who is evaluated by a multidisciplinary team for at least one disability category listed in paragraphs (1)-(12)** of this subsection and whose evaluation data indicates a need for special education and related services and **shows evidence of, but does not clearly confirm, the presence of the suspected disability or disabilities due to the child's young age**. In these cases, an ARD committee may determine that data supports identification of developmental delay in one or more of the following areas: **physical development, cognitive development, communication development, social or emotional development, or adaptive development**. To use this eligibility category, **multiple sources of data must converge** to indicate the student has a developmental delay as described by one of the following:

- (A) performance on appropriate **norm-referenced measures**, including developmental measures, indicate that the student is **at least 2 standard deviations below the mean or at the 2nd percentile of performance**, when taking into account the standard error of measurement (SEM), in **one area of development** as listed in this paragraph, **along with additional convergent evidence** such as interviews and observation data that supports the delay in that area;
- (B) performance on appropriate **norm-referenced measures**, including developmental measures, indicate that the student is **at least 1.5 standard deviations below the mean or at the 7th percentile of performance**, when taking into account the SEM, in **at least two areas of development** as listed in this paragraph, **along with additional convergent evidence** such as interviews and observation data that supports the delays in those areas; or
- (C) **a body of evidence from multiple direct and indirect sources**, such as play-based assessments, information from the student's parent, interviews, observations, work samples, checklists, and other informal and formal measures of development, **that clearly document a history and pattern of atypical development that is significantly impeding the student's performance and progress across settings when compared to age-appropriate expectations and developmental milestones in one or more areas of development** as listed in this paragraph.



## Rules Effective July 30, 2024

### **19 TAC §89.1050. The Admission, Review, and Dismissal Committee.**

- Adds the required dyslexia professional as a member of the ARD committee when determining initial or continued eligibility for dyslexia;
- Moved several provisions to the more appropriate rule at 19 TAC §89.1055

### **19 TAC §89.1055. Individualized Education Program.**

- Adds information about measurable annual goals, as well as short-term objectives/benchmarks
- Adds requirement to include STAAR-Alt 2 participation form (if applicable) to a student's IEP
- Various edits to the section describing the autism supplement
- Adds if student is identified with SLD of dyslexia or a related disorder, IEP must also be developed and implemented in accordance with 19 TAC §74.28 (which includes Dyslexia Handbook)
- Aligns both federal and state transition requirements to **no later than** the first IEP to be in effect when the student turns **14**
- Addresses students who register over the summer months (same as school year transfers)



## Rules Effective July 30, 2024

### **19 TAC §89.1131. Qualifications of Special Education, Related Service, and Paraprofessional Personnel**

- Adds that provider of dyslexia instruction does not have to be a certified special educator unless the provider is employed in a special education position that requires the certification
- Deletes some outdated certifications and revises existing language
- Clarifies educational aides/paraprofessionals



## Rules Effective August 22, 2024

### **19 TAC §89.1001. Scope and Applicability**

- Changes an annual requirement to conduct Child Find activities for residential facilities to a minimum twice a year requirement.



## Rules Effective August 22, 2024

### **19 TAC §89.1005. Instructional Arrangements and Settings**

- Clarifies and aligns this rule with the instructional arrangements listed in Texas Education Code §48.102 and the Student Attendance Accounting Handbook.



## Rules Effective August 22, 2024

### **19 TAC §89.1075. General Program Requirements and Local District Procedures**

- Clarification of existing requirements;
- Adding the five school day prior written notice provision to this more appropriate rule; and
- Adds the requirement for the transition and employment designee to complete required training and provide information about transition.



## Rules Effective August 22, 2024

### **19 TAC §89.1076. Interventions and Sanctions**

- Statutory cross reference corrections and clarifying existing interventions and sanctions.



## Rules Effective August 22, 2024

### **19 TAC §89.1085. Referral for the TSBVI and the TSD Services**

- Clarifying that an open-enrollment charter school can be the “resident school district” for purposes of placement at TSBVI or TSD.



## Rules Effective August 22, 2024

### **19 TAC §89.1090. Transportation of Students Placed in the TSBVI and TSD**

- Resident school district is responsible for transportation from campus as well as the return to campus at the beginning and end of school terms and regularly scheduled holidays when all students are expected to leave campus.
- Removal of references to residential settings, as transportation would be arranged in those contracts.



## Rules Effective August 22, 2024

### **19 TAC §89.1092. Contracting for Nonpublic Residential Placements for the Provision of a Free Appropriate Public Education (FAPE)**

- Fairly significant rewrite to align with current guidance, application requirements, and with 19 TAC §89.1094 on nonpublic day programs.
- Before placement, a district must initiate and conduct an in-person, onsite review.
- Requires two onsite, in-person visits annually, one announced and one unannounced, and more often if directed by TEA.
- More detail added about approval process.



## Rules Effective August 22, 2024

### **19 TAC §89.1094. Contracting for Nonpublic or Non-District Operated Day Placements for the Provision of a Free Appropriate Public Education (FAPE)**

- Fairly significant rewrite to align with current guidance, application requirements, and with 19 TAC §89.1092 on nonpublic residential programs.
- Previous rule referred to these as “off-campus programs,” but there was confusion between this and the “off home campus” instructional arrangement.
- Before placement, a district must initiate and conduct an in-person, onsite review.
- Requires two onsite, in-person visits annually, one announced and one unannounced, and more often if directed by TEA.



## Rules Effective September 18, 2024

### **19 TAC §97.1071: Special Program Performance: Monitoring, Review, and Supports**

- Process to investigate and issue findings regarding credible allegations of violations of IDEA, or a state statute or administrative rule to implement IDEA, that arise from an area of concern.



## Rules Effective November 5, 2024

### **19 TAC §89.1196: Individualized Education Program Facilitation**

- Clarifies that this may be used to avoid a potential dispute between a public education agency and a parent.



## Rules Effective November 5, 2024

### **19 TAC §89.1197: State Individualized Education Program Facilitation**

- Clarifies that TEA may use an ESC to implement the statewide facilitation program.
- Form to request IEP facilitation must be received by TEA within 10 calendar days of the ARD committee meeting that ended in disagreement.
- No longer prohibits the use of this program when related to a manifestation determination, when parties are involved in mediation, or when an issue in dispute is related to a complaint or due process.



## Rules Effective November 7, 2024

### **19 TAC §89.1035: Age Ranges for Student Eligibility**

- Aligns with changes to 19 TAC 89.1070.





## Rules Effective November 7, 2024

### **19 TAC §89.1053: Procedures for Use of Restraint and Time-Out**

- Revised to incorporate the prohibition of a peace officer or school security personnel to restrain, use a chemical irritant, or use a taser on a student enrolled in Grade 5 or below, unless the student poses a serious risk of harm to the student or another person.



## Rules Effective November 7, 2024

### **19 TAC §89.1070: Graduation Requirements**

- Clarifies graduation eligibility in the following circumstances:
  - Student meets course, credit, and assessment requirements for graduation (the same standards applicable to students in general education – which could include failure to achieve satisfactory performance on up to two end-of-course assessments) eligible for graduation and this terminates a student's eligibility for special education services.
  - Student meets course and credit requirements, but the student's ARD committee determines that satisfactory performance (beyond those required for student in general education) on end-of-course assessments is not required for graduation.
  - Student meets credit requirements, their course requirements are met but have been modified, and satisfactory performance on end-of-course assessments are not required for graduation. The student must also complete the student's IEP and meet one of the following conditions: consistent with the IEP, obtains full time employment based on abilities and local employment opportunities, in addition to mastering self-help skills; consistent with the IEP, demonstrates mastery of specific employability skills and self-help skills; or the student has access to services or other supports that are not within the legal responsibility of public education.

**Thank you!**



## SSES/PDSES: Accounts Awarded

**158,717**

Total accounts awarded (including reallocations) all time.

**19,987** Accounts in 2021

**46,226** Accounts in 2022

**62,466** Accounts in 2023

**30,038** Accounts in 2024  
(through 9/1/24)

**~5K** Accounts left to award

# Special Education Funding Commission Recommendations



## Special Education Funding Commission

### The Commission's Charge:

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Under House Bill (HB) 1525 from the 87<sup>th</sup> 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 Commission's Membership:

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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.



## 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 (FIEEs).

Recommendation # 3: Increase the per mile reimbursement rate for special education transportation.

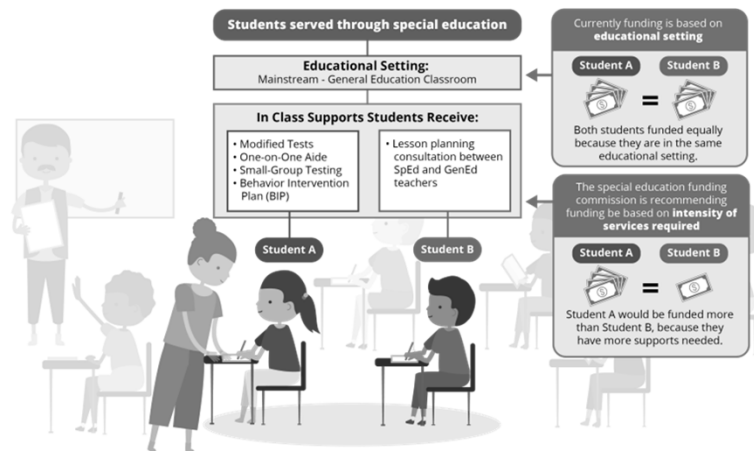


## Recommendations:

### 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.





## 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:

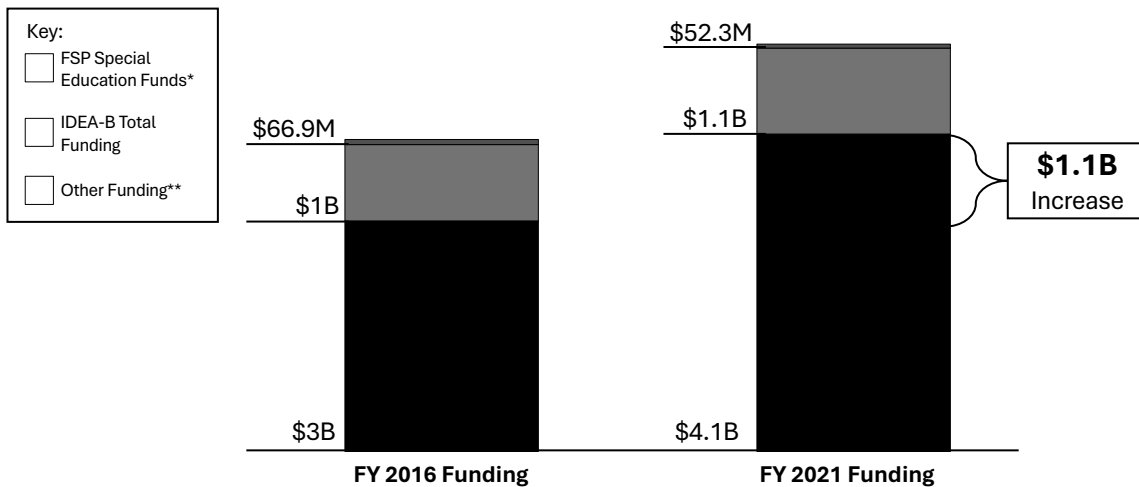
### Non-Formula-Based Funding Recommendations:

**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)

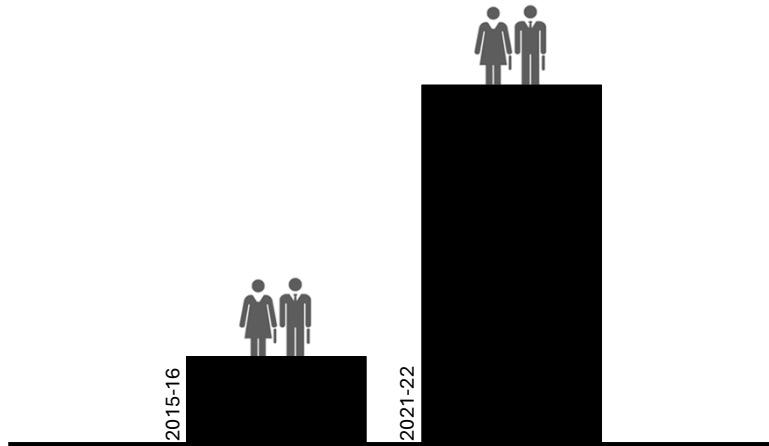
### Total Special Education funding has increased over the last five years.



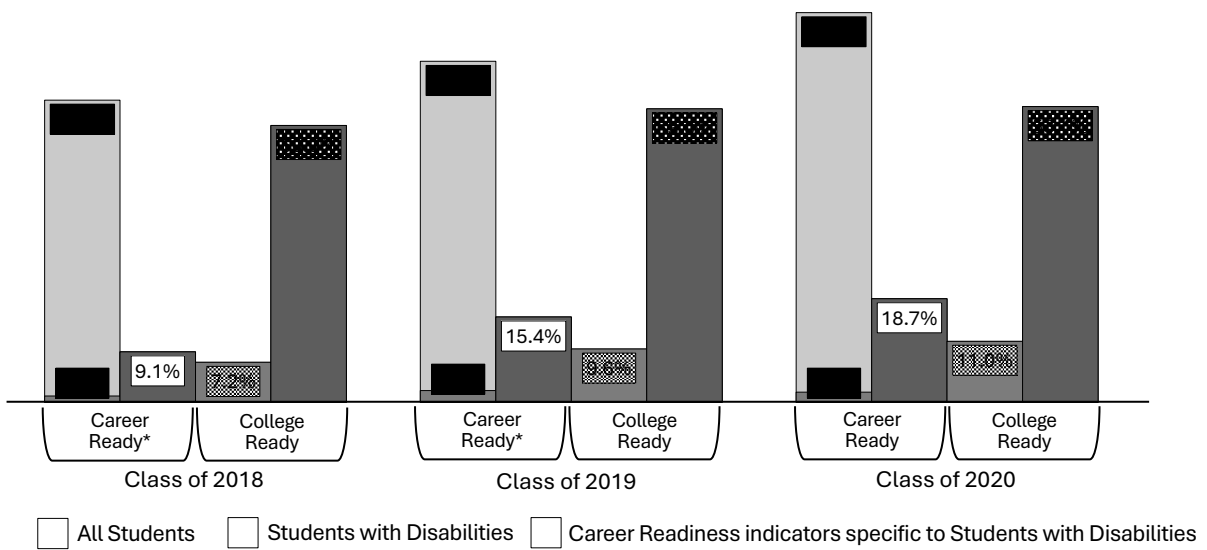
\*FSP Special Education Funds includes the Special Education Allotment, the Transportation – Special Education Allotment, and for the 2020-2021 school year, the component of the CCMR Outcomes Bonus tied to outcomes for students with disabilities, and the portion of the dyslexia allotment apportioned to students with disabilities. Texas Education Agency

\*\*Other funding includes: Regional Day School for the Deaf, Statewide Services for Students with Visual Impairments, Autism and Dyslexia Grants, non-educational community-based support services, funding for other state agencies for special education, state dyslexia coordinators.

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



**Students with disabilities continue to be less college ready than their peers, but readiness is improving.**



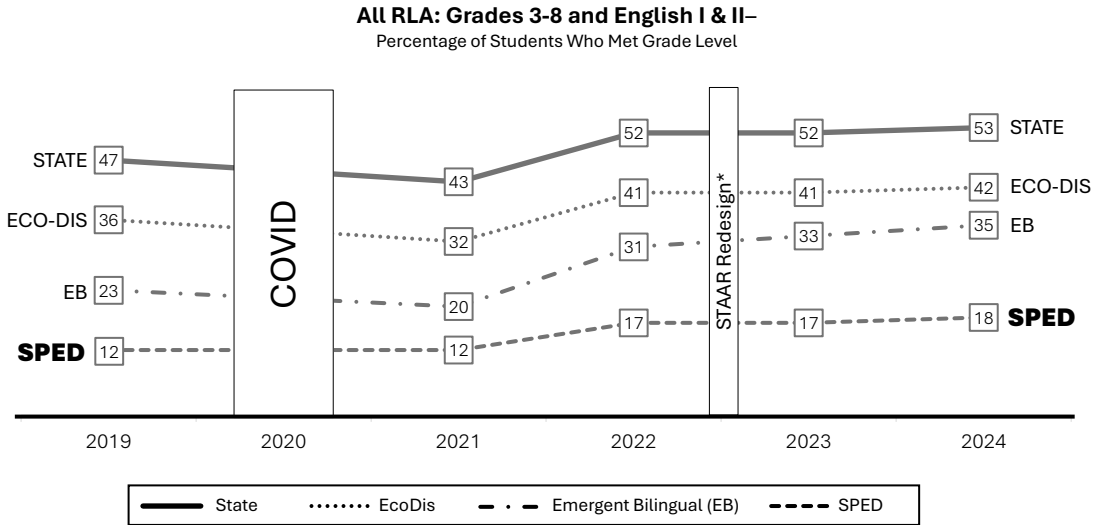
## Slide 62

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- 0    [@McGuire, Kristin], I cannot figure out where this data came from  
- so if someone else can, I can adjust.  
Goodman, Kelly, 2024-11-22T19:00:36.355

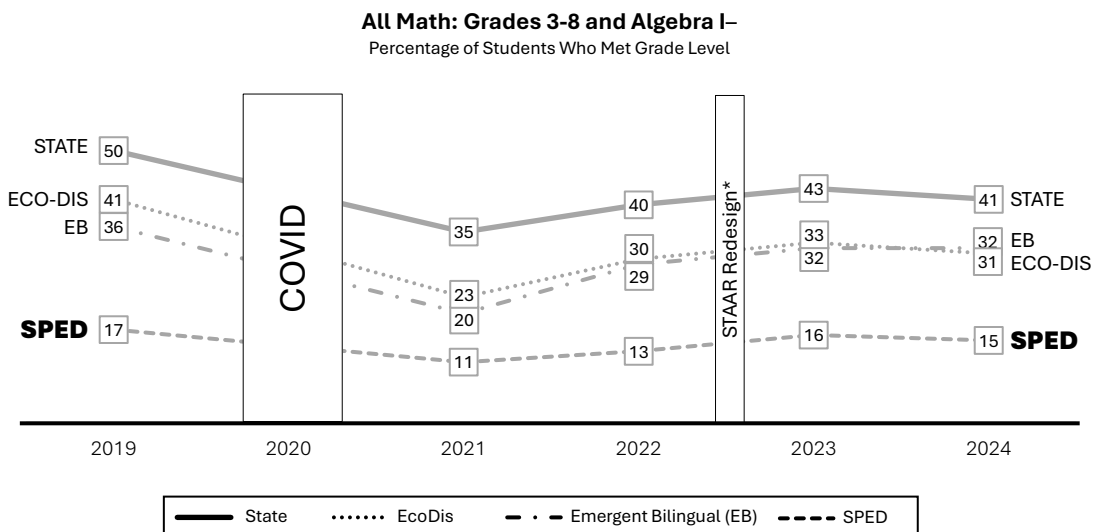


**Student served through special education made the same growth in the past year in reading but are still falling below their same age peers.**



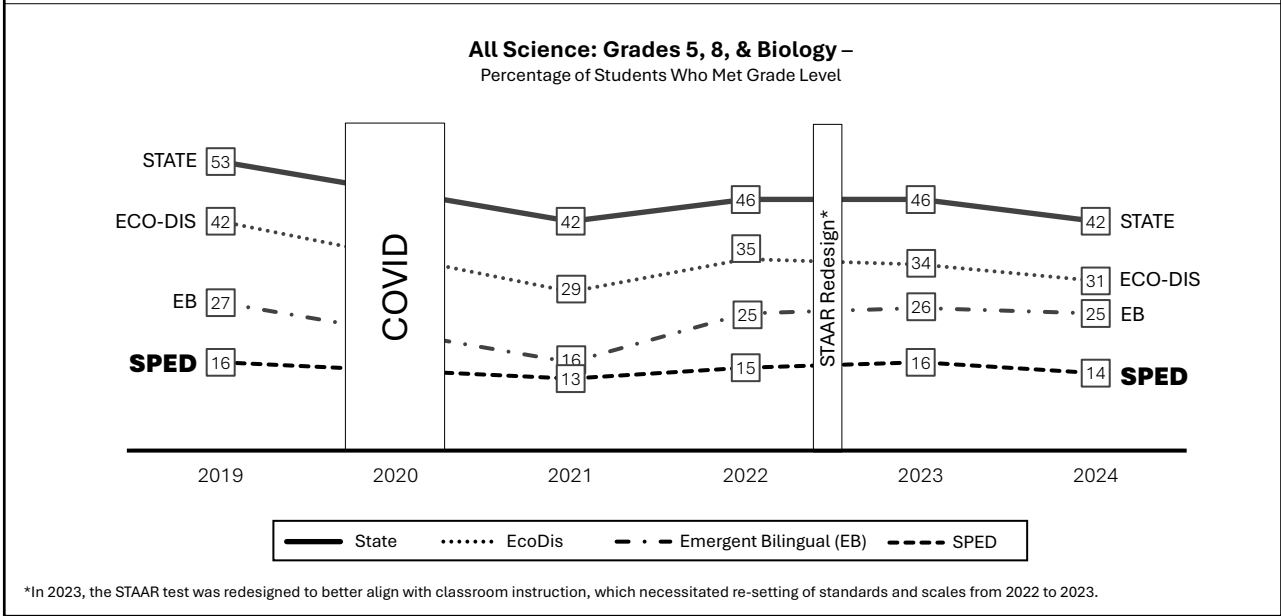
\*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.

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

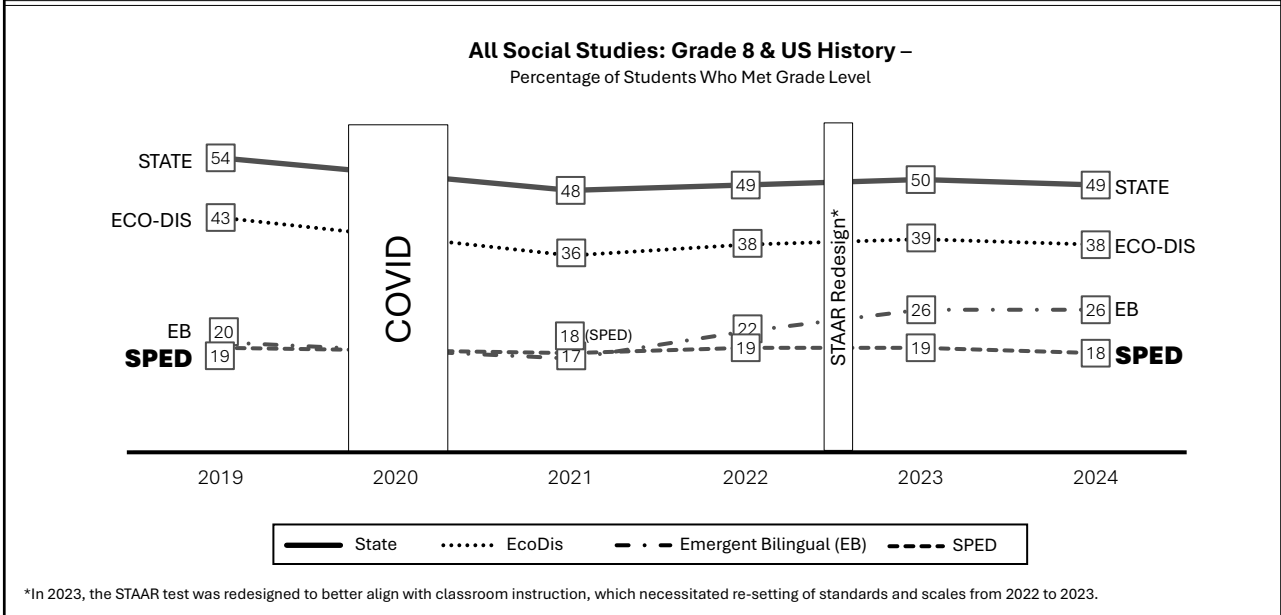


\*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.

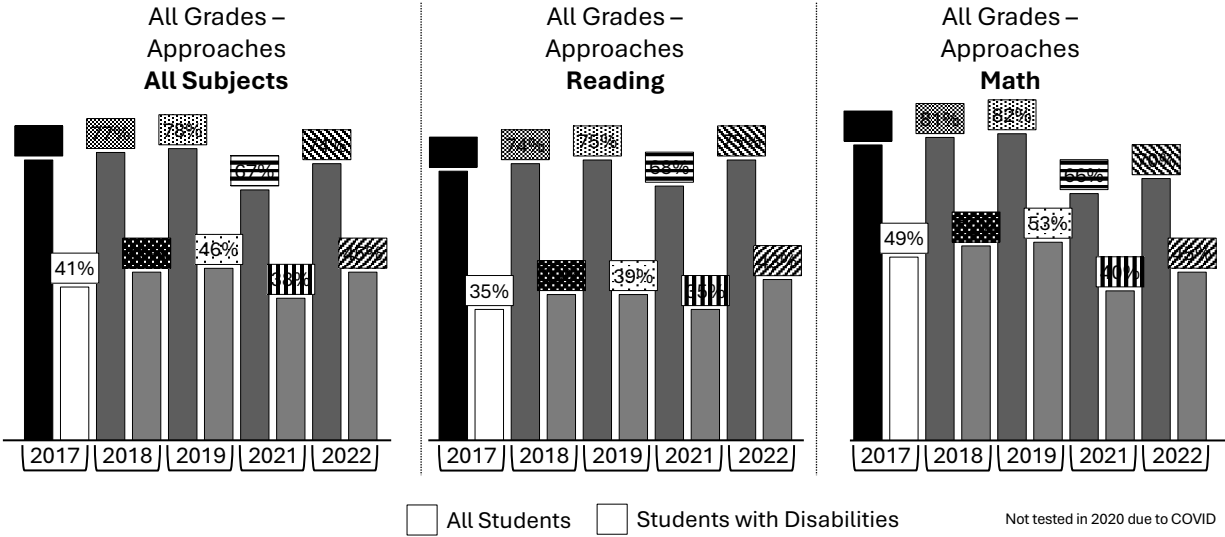
## Student served through special education are still falling below their same age peers.



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



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



## Timelines

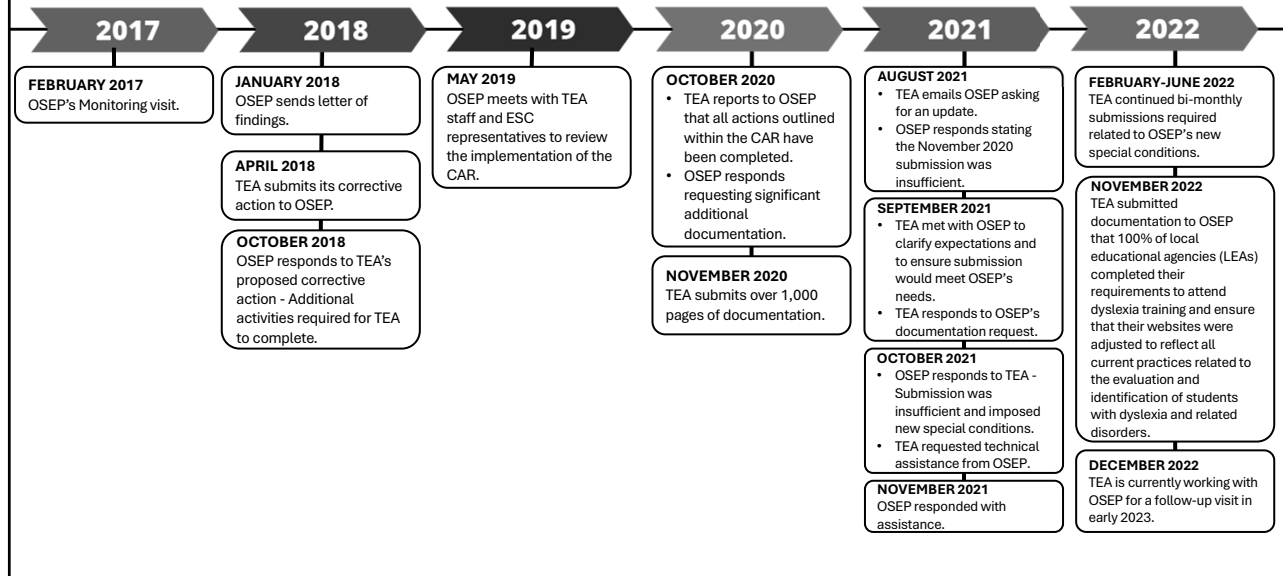
## Slide 67

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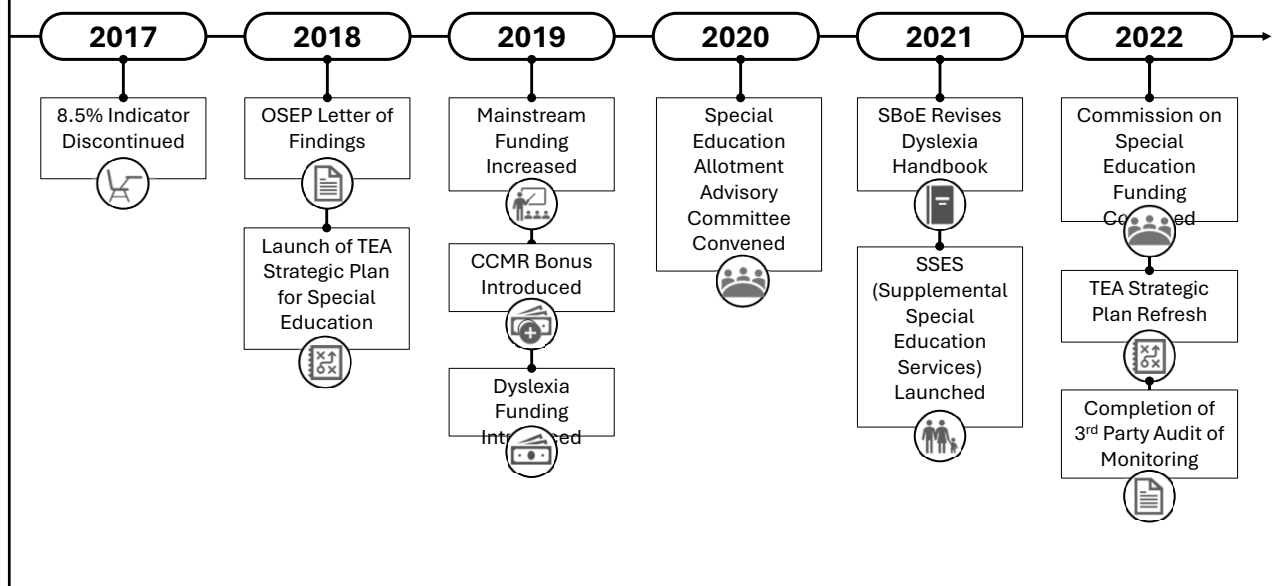
**0** [@McGuire, Kristin], let me know if you want me to get updated data for this and the next two data slides.  
Goodman, Kelly, 2024-11-20T14:27:31.988

**KM0 0** Yes, he will probably want updated slides on this  
McGuire, Kristin, 2024-11-20T14:31:32.218

# Timeline of Federal Involvement in Texas Special Education



# Special Education Improvements in Recent Years



# TEA's Strategic Plan

## TEA's Strategic Plan

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

## SPED Capacity Contracted Services Grant

**600** Total LEAs Awarded Funds

**+\$15M** Total Paid out as of  
July 12, 2024

**+\$8M** Total Awarded to Small  
and Rural SSAs/LEAs

**~\$2M** Total Used to Support  
Diagnostician Tuition  
and Material Costs

**= 400** Future  
diagnosticians

## Other Project Highlights

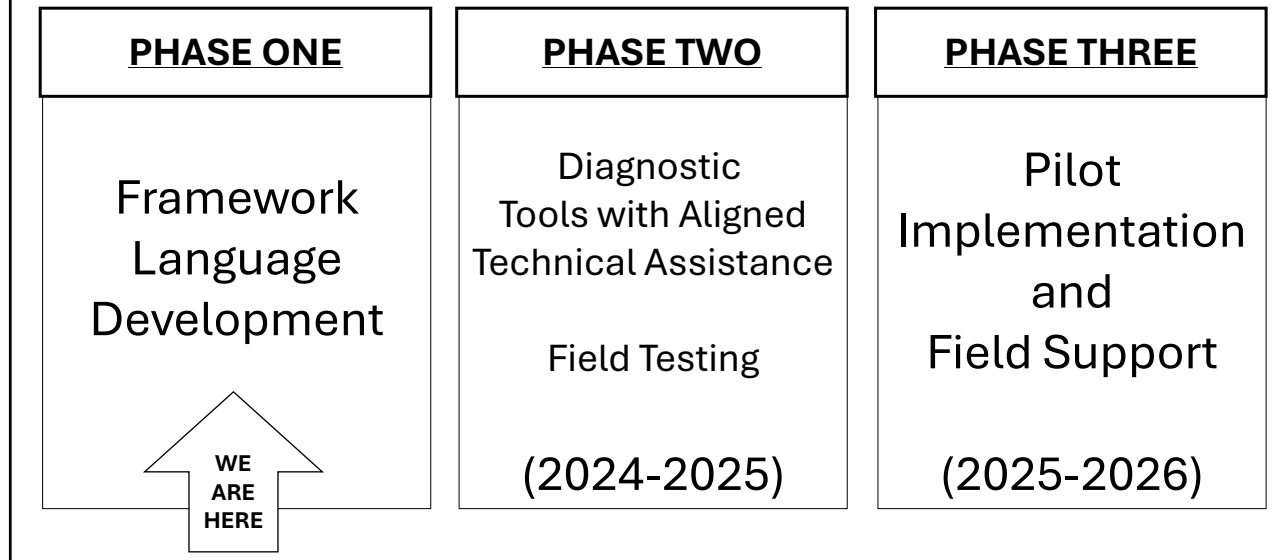
**+6000** EDUCATORS HAVE COMPLETED  
THE SB IEP COURSE

& **+500** HAVE RECEIVED  
COACHING

**65** TEACHERS FROM ACROSS THE STATE AND  
THEIR ESC TRAINERS/COACHES FOR THE  
INSTITUTE FOR TEACHERS OF STUDENTS  
WITH **COMPLEX ACCESS NEEDS**.

**71** LEA STAFF COMPLETED THE 8-MONTH  
LONG **2023-2024 AUTISM CIRCUIT  
ACADEMY COHORT** (ACROSS BOTH LEVEL  
1 AND LEVEL 2 ACA)

## SPD Phases of Development



## Other Project Highlights

### TRANSITION RESOURCES AND UPDATES:

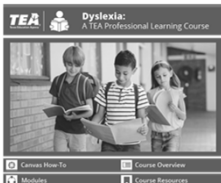
- The required TED training was updated.
- An updated version of the Texas Transition and Employment Guide will be published in 2024-25. Additional chapters were added to support the topics of technology and transportation.
- Watch for Driving With Disability resources to be published this summer (to support schools in meeting the requirement to share information with certain students).

### DHH RESOURCES AND UPDATES:

- The Parent Guide to the ARD Process and Notice of Procedural Safeguards are now available in ASL.



## Available Trainings



Dyslexia: A TEA Professional Learning Course



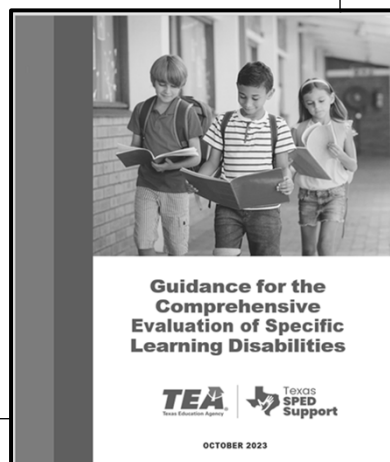
- TDA 1: Foundations
- TDA 2: The Dyslexia Handbook
- TDA 3: Considerations for Emergent Bilingual Students
- TDA 4: Dyslexia: From Child Find through the ARD Committee Process
- TDA 5: Screening
- TDA 6: Dysgraphia

All TDA Courses Available by the  
End of August at



## Available Resource on TSS/Will Soon Be A Training Course

**Guidance for  
the  
Comprehensive  
Evaluation of  
Specific  
Learning  
Disabilities**



## Texas SPED Support



Texas SPED Support launched at the end of August 2023 and is approaching our 1-year mark.

**+272K**  
USERS

**+553K**  
SITE SESSIONS

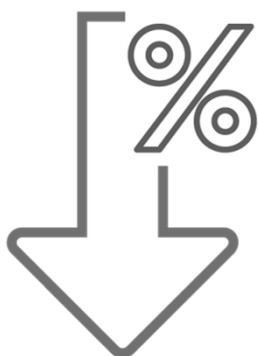
**+130K**  
FILE DOWNLOADS

**+1.4M**  
PAGE VIEWS

**7,706**  
USER  
ACCOUNTS

\*Data from August 31, 2023 – July 11, 2024

## Overall Decrease in Noncompliance



**8%**

Decrease in  
**Noncompliance** in  
Cycle 4 compared to  
Cycle 3

# LEA Feedback

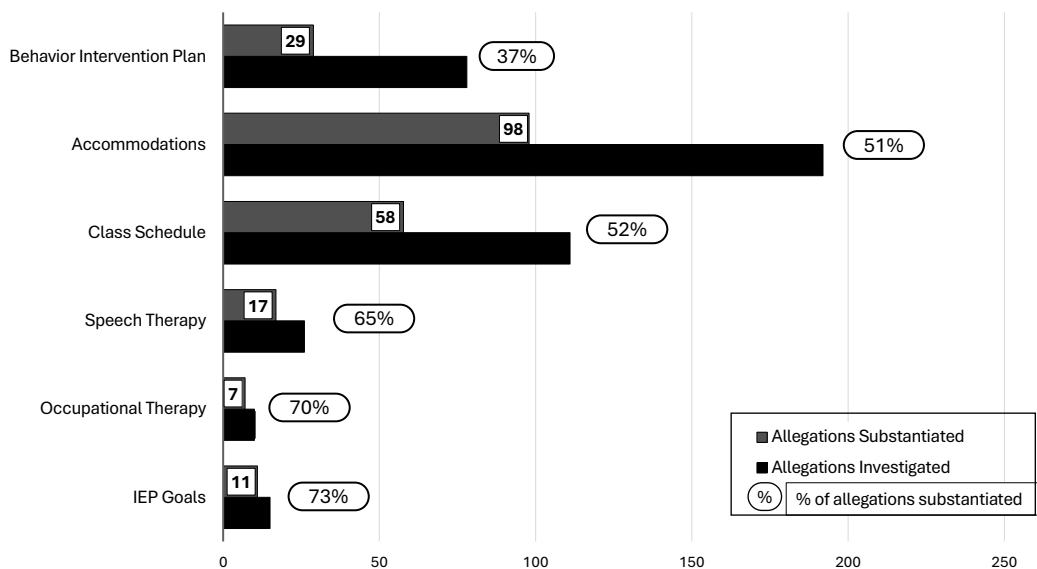
“ It all has been a wonderful process. Working together as a Team to analyze and create a plan has been rewarding. The questions in the SA were hard to review because we had to face some hard facts, but we are better for it.

“ 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.

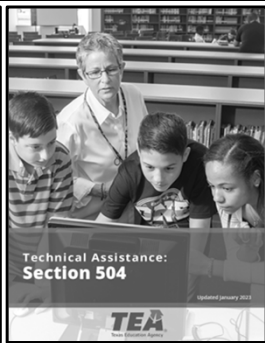
“ We never thought of the monitoring system as a "gotcha" - but instead to do better and be better.

## Primary Noncompliance Found Under IEP Implementation (Complaints) Special Education and GSS Complaints Combined



# Technical Assistance Guidebooks

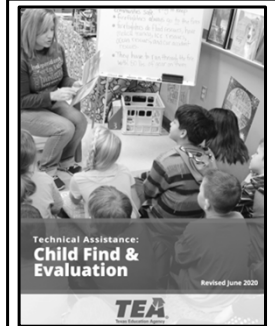
(a lot of our TA is getting updated to align with revised commissioner rules)



IEP Development and Section 504 Guides



Behavior Guide (English and Spanish)



Child Find & Evaluation Guide