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NETWORKER
Connecting you with updates and resources
to help drive results for students with disabilities

State Spotlights

State Spotlight:

Texas This state spotlight focuses on Texas Education Agency's (TEA's) implementation efforts to improve teacher practice and student outcomes, by embedding and sustaining an effective coaching framework across the state. Of critical importance for TEA's was to take a strategic approach to implementing aligned coaching across several schools, districts, and regions, which can be extremely challenging. Some challenges included ensuring that coaching was based on the most effective and research-based practices; providing coaches with ongoing, high-quality professional development; and systematically collecting data and using that data for continuous improvement. This spotlight highlights the strategies TEA has employed and their impact on implementing a coaching framework to build teacher capacity and achieve improved student outcomes. Visit our Resource Library to read more and access the Texas Spotlight.

Featured Resources

Results-Based Accountability and Support (RBAS) "General Soup" Podcast

Join hosts Sara Doutre and Susan Hayes for a new podcast, produced by NCSI and the RBAS team, as they dive into the world of state special education accountability and support systems, aka general supervision, aka "General Soup." Each episode will feature an interview with state special education staff about their successes and challenges in the development, implementation and evaluation of results-based accountability and support systems. Episode 1 features Beckie Davis, Director of the Office of Special Education Services, and Dr. Nicole Adams, Assistant Director of the Office of Special Education Services in South Carolina, who discuss their journey to move South Carolina towards a more results-driven accountability and support system. In addition, the hosts highlight a new general supervision-related resource and drop a few jokes about soup! Listen to Episode 1 of General Soup on NCSI's website!

A State Guide to Establishing a Statewide System of Accountability and Support to Improve Results and Functional Outcomes for Students with Disabilities

Ensuring that local education agencies (LEAs) meet the Individuals with Disabilities Education Act (IDEA) requirements and improve student outcomes requires a strong, results-driven state accountability system aligned with a robust statewide system of support. Our new guide, "A State Guide to Establishing a Statewide System of Accountability and Support to Improve Results and Functional Outcomes for Students with Disabilities," describes six actions states may take to develop and implement a results-driven system that will provide differentiated supports that complement the SEA's monitoring and accountability systems.

A State Guide on Identifying, Correcting, and Reporting Noncompliance with IDEA Requirements

This guide for Part C lead agencies (LAs) and state education agencies (SEAs) is based on the Office of Special Education Programs (OSEP) 09/02 Memo: *Reporting on Correction of Noncompliance in the Annual Performance Report Required under Sections 616 and 642 of the Individuals with Disabilities Education Act and the OSEP Frequently Asked Questions on Identifying and Correcting Noncompliance and Reporting on Correction in the SPP/APR.* Jointly developed by NCSI, ECTA, DASY, and IDC, it provides states with a description of the expected actions for states related to identifying, requiring and verifying correction of, and reporting noncompliance. There is also a complementary visual representation of the expected actions for states related to identifying, requiring and verifying correction of, and reporting noncompliance.

Thought Leader Conversation Series Resources

NCSI's Thought Leader Conversation (TLC) series brings together experts in the fields of race and disability in education to discuss how we can systematically improve the educational outcomes and conditions for Black students with disabilities or those who may be identified as needing special education services. This series highlights the importance of the intersection of race and disability to increase awareness of the underlying beliefs, policies and procedures, and practices that contribute to long-standing racial inequities.
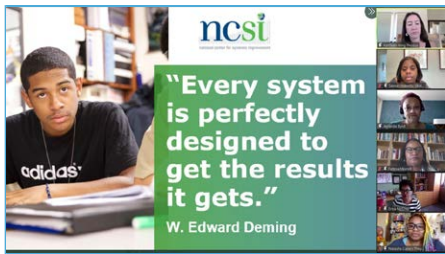
To date, NCSI has hosted four sessions, including the foundational session, data literacy, stakeholder and family engagement sessions, and our most recent [equitable research-informed practices](#) on May 18. Recordings and PowerPoint presentations from each session can be found on the [Pursuing Equity page](#) of our website. Additional resources and materials provide further information around session topics and allow for participants to dig deeper in the subject matter. The latest resources include:

[Creating Authentic Partnerships with Historically Marginalized Families and Other Stakeholders: Embracing an Equity Mindset](#) — Educational systems in this country have been shaped by the influence of White dominant culture, frequently precluding the authentic partnership of families and stakeholders who are vested in the success of historically marginalized students in their communities. This resource describes characteristics associated with White dominant culture as compared to those rooted in an intentional equity mindset. This resource can be used to assess the cultural norms that currently exist and to think about what changes are needed to create authentic opportunities for partnership that can improve learning conditions and outcomes for historically marginalized populations.

[Culturally Responsive Data Literacy](#) — In education, when we hear the word "data," our minds often wander to a score that represents how a student performs in Math or English Language Arts. This resource details aspects of data literacy that inform teaching and culturally responsive practices and merges the two concepts to detail the importance of culturally responsive data literacy. The document further explains what is needed to develop a culturally responsive inquiry orientation to data literacy, which includes academic performance, schooling experiences, personal story, and examining and interrogating bias.

Key Products and Tools

COVID-19 Guidance for IDEA Programs

SEAs across the country must ensure that their guidance on service provision during the pandemic is consistent with IDEA and may be engaging with LEAs to determine how these requirements are being met at the local level. NCSI partnered with the IDEA Data Center (IDC) to develop two new tools for SEAs and LEAs to assess existing policies, procedures, and guidance regarding federal requirements for special education:

[A Policy and TA Checklist for SEA Leadership](#) is recommended for use by SEAs to assess their existing policies, procedures, and technical assistance (TA) regarding federal requirements for special education programming during the COVID-19 pandemic. The requirements enumerated in this tool have been derived from federal statutes and regulations, along with policy guidance from the OSEP, and includes

relevant citations. This resource may be especially useful for states to identify and locate the most recent guidance from ED and areas that may need additional focus in light of OSEP's announcement that they will monitor COVID guidance as part of the Differentiated Monitoring and Support (DMS). OSEP highlighted this resource during their March monthly TA call.

A Self-Assessment Checklist for LEAs checklist is recommended for use by LEAs (e.g., school districts, charter schools) to assess their existing local policies and guidance provided to staff regarding federal requirements for special education programming during the COVID-19 pandemic. The requirements enumerated in this COVID-19 Guidance for IDEA tool have been derived from federal statutes and regulations along with policy guidance from OSEP. Note that state policymakers may have established additional requirements for LEAs that are not included, so be sure to engage your SEA contacts if you have specific questions relative to your context.

Updates from ED

News From OSEP

OSEP has launched a new site to bring together a variety of stakeholders in a virtual environment. This new strategy to increase collaboration with grantees and other stakeholders is designed for sharing information and working together to improve results for infants, toddlers, children, and youth with disabilities. Access the new OSEP site, Engage, to learn more: https://engage.osepideasthatwork.org/ OSEP has posted four user briefs to support stakeholder engagement. Click on the links below to access each document.

- Beyond Webinars: Learning Together in an Online Collaborative Space
- Creating Value in an Online Collaborative Space
- Powerful Connections: Building Partnerships Across Organizations
- Virtual Collaboration: Advancing Practice-Based Learning

Mark Your Calendars

Save the Date!
Pursuing Equity for Black Students in K–12 Education: Exploring the Intersection of Race and Disability Thought Leader Conversation (TLC) Series – **Session 5: Systems Coherence**

Our next and FINAL session of this series will be on July 13, 2021, 3:30–5:00 p.m. ET / 12:30–3:00 p.m. PT and will focus on Systems Coherence.

An invitation to register is coming soon!

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