Introductions

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TEA

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Deputy Commissioner, Academics  
TEA

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SPEDx  
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**Andrew Patricio**  
Data Science  
SPEDx
1. Please email your regional education service center Point of Contact.

2. We will answer as many questions as possible during Q & A session at the end of the presentation.

3. Have a question specific to your district? Matt Moeller will follow up directly with all interested districts.
Introductions

Project Overview and Purpose

Analysis and Reporting

Data Sponsorship Requirements and Process

Reimbursement Overview

Next Steps

Questions
PURPOSE: Why analyze IEPs?

• As educators, we are constantly asking how we can better serve ALL our students.

• For students with special needs, the IEP process is central to making the best decisions to support students with disabilities. In many ways the IEP is the “DNA” of the special education process.

• IEP data has been collected for years but has been used mainly for accountability purposes and not for increasing student performance analysis.

• A key challenge in analyzing IEP data involves the mining the narrative portions of the IEP where the richest data usually exists. New analytical techniques are now available to uncover concrete insights from the narrative portions of IEPs.

• By aggregating the IEPs of your district we begin to detect hidden patterns and insights that can point to ways of better serving students with learning, attention, and behavior issues in your context.
Project Timeline

Indicate Interest via survey
By July 10

Kick off call with Matt Moeller
By July 30

Share Data
July 15 - Aug 15

Complete Data Sharing Agreement
By August 1

Send Report to District/LEA
September 30

Analysis
Aug 1 – September 15
By analyzing IEPs we can answer these types of questions...

**SPECIALIZED INSTRUCTION**
- What is the prevalence of expected research-based interventions in the IEP?
- How are Bloom’s or Depth of Knowledge levels distributed among IEP goals?
- Which practices accommodations and modifications are most associated with gains in academic growth?

**RELATED SERVICES**
- How does assignment of related services vary by disability category, race, school, etc.?
- What is the relationship between receiving a related service and student growth?
- What is the optimal number of minutes of related services to meeting goals?

**TRANSITION**
- What types of post-secondary options are being prescribed? How are these options distributed by race, gender, disability category, etc.?
- How early are transition plans being developed by IEP teams? Does having a plan early on matter?
- What are the patterns of students exiting special education?
By analyzing IEPs we can answer these types of questions...

**IDENTIFICATION**
- How does identification vary across schools? Are there patterns of over/under identification?

**LRE & PLACEMENT**
- What is the relationship between LRE and student growth?
- How are students in inclusive classrooms performing vs students in other settings?

**CUSTOM QUESTIONS**
- Take the opportunity to pose a limited set of questions specifically related to your district.
What data will the district provide?

1. All IEP fields but especially those around goals, progress monitoring, current levels of performance, transition services, and related services.
2. Accommodations and ESY information is nice to have but not necessary.
3. Full demographic information (e.g., race/ethnicity, DOB, grade level) but do not want explicit info such as student name, etc.
4. Three years (SY2014, SY2015, SY2016)
5. 4 years of state assessment data (SY2013, SY2014, SY2015, SY2016) - Intent is to map to data TEA already has, will confirm prior to MOU signing.
# Privacy, Confidentiality, and Data Security

<table>
<thead>
<tr>
<th>PRIVACY</th>
<th>CONFIDENTIALITY</th>
<th>DATA SECURITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strict adherence to FERPA regulations and Non-Disclosure Agreements</td>
<td>All state student IDs are transformed to a random identifier used in the analytic dataset.</td>
<td>All data transferred via secure connections and protected by industry standard security.</td>
</tr>
<tr>
<td>No personally identifying information (PII) is included in analysis or retained in database.</td>
<td>Follow masking protocols for small sub-groups (less than 5).</td>
<td>No data will be made public or shared outside of project without permission.</td>
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Process Overview

- Receive data from LEA
- Replace TSDS ID Student IDs with Random Generated ID
- Processed and Stored in encrypted Database
- Analyze Data and Produce Report

• Preferred format is .CSV or tab delimited file(s).
• Can handle other file formats on a case-by-case basis
Reimbursement Overview

• In addition to analytic report, participating LEAs are eligible for reimbursement to account for costs associated with data sponsorship.

• LEAs participating in this phase are eligible for additional grant funding as pilots are developed in the next phase.

• Reimbursement is based on LEA special education size.

• Funds provided through federal IDEA discretionary grant and will come through the Grants office.
# Reimbursement Overview

<table>
<thead>
<tr>
<th>LEA Special Education Population (Number of Students)</th>
<th>Reimbursement Amount (Dollars)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-999</td>
<td>$10,000</td>
</tr>
<tr>
<td>1,000-2,999</td>
<td>$25,000</td>
</tr>
<tr>
<td>3,000-4,999</td>
<td>$50,000</td>
</tr>
<tr>
<td>5,000-9,999</td>
<td>$75,000</td>
</tr>
<tr>
<td>More than 10,000</td>
<td>$100,000</td>
</tr>
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</table>
Reimbursement Requirements

Data Sharing Agreement
Sign data sharing agreement by [August 1, 2017]

Records
Provide IEP records linked to STAAR data

Point of Contact
Designate a point of contact to coordinate data sharing
Next Steps & Questions

- We need a commitment by August 1.
- Email questions to your Regional POC for this webinar.
- Follow up email will go out to all districts with this information.
- Information, and a link to this webinar also will be posted on TEA website.
- Contact Matt Moeller: matt.moeller@spedx.com
Thank You!

Contact Matt Moeller
matt.moeller@spedx.com

Interest Survey