

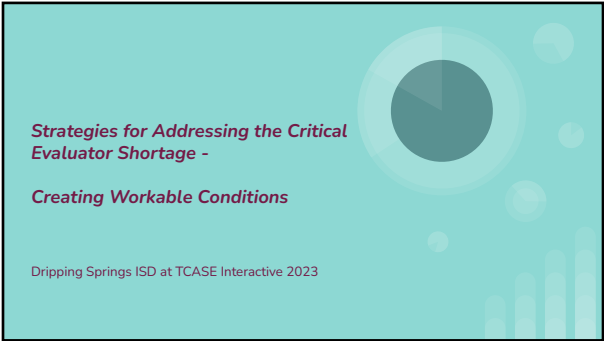
Addressing the Critical Evaluator Shortage - *Creating Workable Conditions*

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Strategies for Addressing the Critical Evaluator Shortage -
Creating Workable Conditions

Dripping Springs ISD at TCASE Interactive 2023



The Presenters

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Agenda

- District Background
- Make up of the Special Education Evaluation Staff
- Equalizing & Quantifying Team Efforts
- Single Pathway
- How this Comes Together

About the District

- 2021-2022 TAPR
 - Overall Enrollment = 8,001 (8,288 at end of 2023-24 SY)
 - Special Education Eligible = 11.6%
 - Economically Disadvantaged = 8.3%
 - Non-Educationally Disadvantaged = 91.7%
 - Section 504 = 12.9%
 - EB Students/EL = 4.9%
- Campuses = 1 high school, 2 middle schools, 5 elementary schools

About DSISD's Special Services Department

- Current Sped population = 1,122 (increase of 195 since 2021-22)
- Number of students in referral = 128 (including speech only)
- Number of evaluation staff (LSSPs and Diagnosticians) = 10
- Number of ARD facilitators (next year will be all campuses) = 4
- Number of Behavior Specialists (conduct FBAs) = 4

About the Role of the Evaluator

- Conduct initial evaluations and reevaluations
- Attend ARDs to review evaluation and plan evaluations (and anytime the ARD is complicated)
- Complete REEDs as FIE (with support from multidisciplinary team)
- Lead/coordinator for multidisciplinary evaluations (integrating Speech / OT / PT, etc.).
- Consult and collaborate with teachers and staff
- School Psychologist only - conduct counseling evaluations
- School Psychologist only - provide related service of counseling and other psychological services including behavioral consult.

Elem 1 = 1 SEE Elem 2 = 1 SEE Elem 3 = 1 SEE Elem 4 = .75 SEE Elem 5 = .5 SEE

MS 1 = 1 SEE MS 2 = 1.25 SEE

HS = 2.5 SEE

Itinerant = 1 SEE

Equalizing Team Effort

- All evaluation due dates on a shared calendar
- Individual SEE team members select their 6 evaluations for the month
- Remaining evaluations are shared among the team members
- Excess evaluations are contracted out

Quantifying the Work

Type of Evaluation/Tasks (Monolingual)	Time
Specific Learning Disability	
Record Review	1 hour
Testing (Cog/Ach)	4 hours
Scoring	1 hour 30 minutes
Report Writing	8 hours
Test Interp	1 hour
Total Time	15.5 hours
Intellectual Disability	
Record Review	1 hour
Testing (Cog/Ach)	3 hours
Adaptive rating scales (1 parent, 1 teacher)	1.5 hour
Scoring	1 hour
Report Writing	8 hours
Test Interp	1 hour
Total Time	15.5 hours
Autism	
Record Review	1 hour
Formal Testing (Cog/Ach)	3 hours
Play Based/Activity Based Assessment	2 hours
Parent Interview	1 hour
Teacher Interview	1 hour
Observations	2 hours
Scoring (Cog/Ach/Rating Scales)	3 hours
Report Writing	11 hours
Test Interp	1-2 hours
Total Time	26 hours
Emotional Disturbance	
Record Review	1 hour
Formal Testing (Cog/Ach)	3 hours
Structured/Unstructured Tasks w/ Student	2 hours
Parent Interview	1 hour
Teacher Interview	1 hour
Observations	1 hour
Scoring (Cog/Ach/Rating Scales)	3 hours
Report Writing	10 hours
Test Interp	1-2 hours
Total Time	24 hours

Quantifying the Work (Add-Ons)

Differential Diagnoses	
SLD/OHI	19 hours
SLD/ID	16 hours
AUI/ED	31 hours
ED/OHI	25 hours
AUI/OHI/ED	32 hours
Dyslexia Add On	
Dyslexia Only	1.5 hour
Dysgraphia Only	1.5 hour
Both	3 hours

Quantifying Team Effort

2022-2023 Time and Effort Entire Year

Staff	FULL ARDs 2.5 hrs	HALF ARDs 1.25 hrs	Amendment s/Clerical Errors (1)	FIEs 20 hrs	Half Evals 50 hrs	REEDs 1 hr	Counseling 6 hrs/sem	Parent Meetings 1 hr	Staffing/ Campus Consult 1 hr	Contract Collaborati on 1 hr	Duty Total
██████	3 (7.5)	139 (173.75)	1 (1)	51 (1020)	3 (30)	22 (22)	1 (6)	34 (34)	52 (52)	15 (15)	1361.25
██████	132 (330)	33 (41.25)	0 (0)	33 (660)	6 (60)	1 (1)	0 (0)	42 (42)	58 (58)	28 (28)	1220.25
██████	8 (20)	89 (111.25)	1 (1)	53 (1060)	3 (30)	6 (6)	2 (12)	9 (9)	16 (16)	2 (2)	1267.25
██████	12 (30)	144 (180)	4 (4)	53 (1060)	5 (50)	2 (2)	6 (36)	79 (79)	37 (37)	8 (8)	1486
██████	12 (30)	91 (113.75)	1 (1)	53 (1060)	2 (20)	9 (9)	17 (102)	38 (38)	78 (78)	8 (8)	1459.75
██████	24 (60)	120 (150)	4 (4)	41 (820)	8 (80)	22 (22)	15 (90)	25 (25)	67 (67)	2 (2)	1270
██████	0 (0)	94 (117.5)	4 (4)	51 (1020)	1 (10)	6 (6)	23 (138)	30 (30)	12 (12)	2 (2)	1338.5

Impact of the Single Pathway

- A little history
 - Pre-2016 - Dyslexia teachers completed 504 dyslexia evaluations
 - 2016-2021 - District hired educational diagnostician to solely complete 504 dyslexia and dysgraphia evaluations (over 100 evaluations a year)
- 2021-2023 - TEA required a single pathway
 - Dyslexia evaluator joined the SEE team to complete FIEs*
 - Six 504 dyslexia evaluations - prac student and diag in a different role
- 2023-2024 -
 - Including in the dyslexia teachers' input/collaboration into FIE based on HB 3928

Additional aspects to addressing critical shortage:

- SEE Team Lead is responsible for equalizing the case load
- Transitioned to online assessment tools which increased efficiency
- Determined and eliminated roles that others could do (ARDs, FBAs, extra duties 'as assigned' such as bus, cafeteria, recess)
- Created a true team among colleagues (they are continuously tuned in to their teammates' experiences)
- Steady and manageable pace
- Attractive work / life balance

Evidence it's Working

Minimal turnover rate (4 in the last 7 years)

Reasons for leaving include:

- Family move to another city/town (2 and they both left public ed for a contract company)
- Life changes requiring part-time assignment (1)
- Left public ed (1)

What are the consequences of continuing to ignore the critical shortage of evaluation personnel?

- Evaluator burn-out (leave field or quit working for public schools)
- Students don't get their services (failure of Child Find)

What makes this work?

- Leadership that supports, articulates, and advocates for parity among diverse professional groups.
- Recognition that there is a way to quantify the time and effort of school psychologists and educational diagnosticians (data-inspired decisions).
- Collaborative team effort.
- Student needs are at the core of this model which means they are comprehensively evaluated, within timelines.

Thank you and go hug your evaluation team!