

TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT SCHULENBURG INDEPENDENT SCHOOL DISTRICT

CDN: 075903

LEA Compliant

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Schulenburg Independent School District for their efforts, attention, and time committed to the completion of the review process.

The TEA has developed a monitoring approach that reviews compliance-based indicators while also looking for best practices. In commitment to the approach, the cyclical monitoring report will provide the results of the LEA's compliance review related to the Individuals with Disabilities Education Act (IDEA) and federal and state statutes, a summary of data related to Results-Driven Accountability (RDA), State Performance Plan (SPP), Significant Disproportionality (SD), and dyslexia program evaluation will recommend targeted technical assistance and support for LEAs related to special education, and highlight best practices of LEAs that demonstrate success.

CYCLICAL MONITORING

The TEA conducts cyclical reviews of all LEAs statewide over six years. The purpose of cyclical monitoring is to support positive outcomes for students with disabilities and to determine compliance with special education regulations and dyslexia program regulations.

LEAs are required to submit artifacts and/or sources of evidence for compliance and promising practices review in the following areas:

- Child Find/Evaluation/FAPE
- IEP Development
- IEP Content
- IEP Implementation
- State Assessment
- Properly Constituted ARD Committees
- Transition

2020–2021 CYCLICAL REVIEW COMPLIANCE SUMMARY

On December 18, 2020, the TEA conducted a policy review of Schulenburg Independent School District. On December 18, 2020, the TEA conducted a comprehensive desk review of Schulenburg

Independent School District. The total number of files reviewed for the Schulenburg Independent School District comprehensive desk review was 21 files. The review found overall that 21 files out of 21 files were compliant. An overview of the policy review and student file review for Schulenburg Independent School District are organized in the chart below by indicating the number of compliant findings within the reviewed file submissions related to the compliance area. Itemized details of these findings are in the appendix:

Compliance Area	Policy Review (# compliant of # reviewed)	Student File Review (# compliant of # reviewed)
Child Find/Evaluation/FAPE	19 of 19	21 of 21
IEP Development	5 of 5	21 of 21
IEP Content	3 of 3	21 of 21
IEP Implementation	21 of 21	21 of 21
Properly Constituted ARD	8 of 8	21 of 21
State Assessment	4 of 4	21 of 21
Transition	6 of 6	7 of 7

DATA SUMMARY OF RESULTS-DRIVEN ACCOUNTABILITY, STATE PERFORMANCE PLAN INDICATORS, AND SIGNIFICANT DISPROPORTIONALITY

The following supplemental data may be used to support development of the Strategic Support Plan (SSP) for continuous improvement and/or a Corrective Action Plan (CAP) if noncompliance is identified.

Year	Results-Driven Accountability (RDA) Determination Level	SPP Indicators 11, 12, 13 Compliance*	Significant Disproportionality
2020	DL 1—Meets Requirements	COMPLIANT	N/A

*Indicator 11: Child Find

Indicator 12: Early Childhood Transition

Indicator 13: Secondary Transition

2020-2021 COVID-19 IMPACT NARRATIVE

In the 2020-2021 academic year, Local Education Agencies (LEAs) were provided an opportunity to complete a COVID-19 impact narrative form documenting the practices incorporated to support Child Find and FAPE for students being served by special education programs during the COVID-19 pandemic.

2020-2021 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEWS/SURVEY

Staff and Family Surveys

On December 18, 2020, the TEA Review and Support team received 47 surveys during the comprehensive desk review.

The Review and Support interviews focused on the following review areas:

One out of forty-seven participants do not feel they receive sufficient communication from their school. The best way the school/district provides information (trainings, online trainings, support groups and other available resources) concerning special education services is by notices sent home, followed by phone calls and emails.

One of the parent/family member participants felt they would be most comfortable attending special education information sessions at the school campus.

One of forty-seven participants indicated they have a clear understanding of special education services.

The most selected areas of special education the participants would like to know about were the Texas Complex Access Network (Texas CAN) and the Small and Rural School Network.

The majority of participants felt training to help meet the needs of students with disabilities was effective or extremely effective.

Seventy-two percent of participants strongly agreed, agreed, or somewhat agreed that there were frequent opportunities to collaborate with related service providers.

The obstacles concerning student's special education programming and services were reported as evenly spread between:

- Assuring students receive accommodations and/or modifications as outlined in the IEP.
- Timely updates on student progress, and scheduling ARD meetings.
- Knowledge of available services and programming.

More than ninety percent of participants strongly agreed or agreed with the importance of including students' interests/life goals in the transition process and nearly ten percent of participants felt the question did not apply to them.

One of forty-seven participants indicated they chose In-Person learning model. Thirty percent of participants reported that remote learning for students receiving special education was somewhat ineffective, and twenty-five percent report that it was somewhat effective.

Over seventy-six percent of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in student progress.

During COVID closures/remote learning, the top three methods of support for students with moderate to severe disabilities include:

- Teachers provided supports needed for students to be successful, and modified work.
- Teachers made regular contact with students and parents to meet academic and emotional needs.

Participants indicated that current COVID school closure/remote learning they needed professional

development in all areas, with the largest responses in the areas of how to teach virtually and how to use virtual platforms.

Participants indicated that during COVID school closure/remote learning strategies, the top support used by the district that didn't work well for students with disabilities was the transportation delivery of assignments and supplies.

Seventy-five percent of participants indicated that they agreed or strongly agreed that school staff worked with parent/guardian in addressing severe behavior and work refusal during COVID-19 school closure/remote learning.

This survey was approved by the Texas Education Agency's data governance board. Participation in this survey was both voluntary and anonymous. No data was collected identifying a name so that individual responses cannot be linked to any respondent. Participants were given the option to stop the survey at any time.

Strengths

Based on results of the policy review and student file review, along with data collected from LEA staff and family surveys, the Review and Support team identified the following strengths for Schulenburg Independent School District:

- Present Levels of Academic Achievement and Functional Performance (PLAAFPs) are descriptive and provide detailed information along with supportive data.
- Deliberations are individualized and written with detail to ensure clarity of information.

Considerations

Based on results of the policy review and student file review, along with data collected from LEA staff and family surveys, the Review and Support team identified the following considerations for Schulenburg Independent School District:

- Consider processes to develop more detailed intensive programs of instruction (IPIs) for students who do not meet expectations on STAAR.
- Consider additional training on the topic of remote learning and how to effectively use the virtual platform.

TECHNICAL ASSISTANCE

As a result of monitoring, the TEA has identified the following technical assistance resources to support Schulenburg Independent School District engaging in universal support as determined by the RDA performance level data and artifacts within the compliance review:

Topic	Resource
Intensive Program of Instruction (IPI)	Intensive Intervention Resources . The National Center for on Intensive Intervention – The linked document and additional resources are designed to help state and local program leaders find time for intensive supports through scheduling strategies.
The Texas Complex Access Network (TX CAN)	Scheduling for Intensive Services Technical Assistance - IEP Development p.27 : The Texas Education Agency – Specific guidance for the district and state assessment decisions. The Texas Complex Access Network (TX CAN) : The Texas CAN Network provides statewide leadership and support to increase the capacity of LEAs and families to meet the needs of students with significant cognitive disabilities. The network provides resources and supports that provide for the complex and intensive educational and functional needs of students with significant cognitive disabilities.

FINDINGS OF NONCOMPLIANCE

A finding is made when noncompliance is identified with the Review and Support report findings, SPP notification, and/or individualized education program (IEP) requirements. Noncompliance that is systemic in nature must be included in a comprehensive corrective action plan (CAP) with action steps to address each of the noncompliance findings. ***When noncompliance has been identified as part of this cyclical review, Schulenburg Independent School District will receive formal notification of noncompliance in addition to this report.***

The TEA Department of Special Education Monitoring will further advise the LEA on the corrective action process, if applicable.

The TEA follows procedures for the correction of noncompliance consistent with federal guidelines (OSEP Memo 09-02.)

Before the TEA can report that noncompliance has been corrected, it must first verify the LEA:

- Has corrected each individual case of noncompliance (Prong 1); and
- Is correctly implementing the specific regulatory requirements (i.e., subsequently achieved 100% compliance) (Prong 2).

The TEA is required to monitor the completion of a corrective action plan if any noncompliance is discovered. The corrective action plan must be designed to correct any and all areas of noncompliance ***as soon as possible, but in no case later than one year from the date of notification.***

Corrective Action Plan (CAP)

The LEA will develop a CAP to address any items identified as noncompliance in this summary report.

An approved form for the CAP can be accessed on the Review and Support website or in the resources located in Ascend.

The LEA must submit the CAP in Ascend within 30 school days from the date of this report and/or formal notification of noncompliance. The TEA will review the CAP submitted by the LEA for approval. If the TEA determines that a revision(s) is necessary, the LEA will be required to revise and resubmit. The Review and Support team will contact the LEA to provide notification when the CAP has been approved.

Individual Correction

The educational agency has **60 school days** from the date of this summary report to correct all identified findings of noncompliance for individual students, unless noted otherwise in the report.

LEA ACTIONS

Timeline for Strategic Support Plan (SSP) and/or Corrective Action Plan (CAP) Below:

Required Actions	Submission Due Date	Completion Due Date	Support Level	Communication Schedule
SSP	NA		NA	NA
CAP	NA	NA		NA

For more information about cyclical monitoring and the Differentiated Monitoring and Support process, please visit the [Review and Support website](#)

**LEA may have previously identified corrective actions in addition to findings in this report.

REFERENCES

[Differentiated Monitoring and Support System](#)

[Review and Support General Supervision Monitoring Guide](#)

[State Performance Plan and Annual Performance Report and Requirements](#)

[Results-Driven Accountability Reports and Data](#)

[Results-Driven Accountability District Reports](#)