Texas Education Agency
2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Alba-Golden Independent School District
CDN: 250906

LEA Compliant ☒	Non-Compliance Identified ☐	Corrective Actions N/A

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Alba-Golden ISD 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 Alba-Golden ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Alba-Golden ISD. The total number of files reviewed for the Alba-Golden ISD comprehensive desk review was 21. The review found overall that 21 files out of 21 files were compliant. An overview of the policy review and student file review for Alba-Golden ISD 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	18 of 18	9 of 9
IEP Development	5 of 5	21 of 21
IEP Content	3 of 3	21 of 21
IEP Implementation	20 of 20	21 of 21
Properly Constituted ARD	7 of 7	21 of 21
State Assessment	4 of 4	7 of 7
Transition	6 of 6	5 of 5

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 SUBMISSION

In the 2020-2021 academic year, Local Education Agencies (LEAs) had an opportunity to share the practices incorporated to support Child Find and FAPE for students being served by special education during the COVID-19 pandemic by completing the COVID 19 Impact Narrative.

Alba-Golden ISD submitted a COVID-19 Impact Narrative as a supplement to their Cyclical Review:

☒Yes ☐No

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

Staff and Family Surveys

On December 18, 2020, the TEA Review and Support team received 83 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

All parent/guardian participants felt they receive sufficient communication from their school. The best way the school/district provides information about (trainings, online trainings, support groups and other available resources) concerning special education services is via email followed by notices sent home, phone calls, the school website and social media.

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

All participants indicated they have a clear understanding of special education services.

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

Sixty-six percent of participants felt there were frequent opportunities to collaborate with related service providers.

The only obstacles concerning student's special education programming and services was reported as: "knowledge of available services and programming."

Seventy-eight percent of participants agree with the importance of including students interests/life goals.

Over 80 percent of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in student progress.

During COVID closures the top three ways indicated that teachers provided support to students with moderate to severe disabilities were:

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

Participants indicated that more professional development is needed during COVID school

closure/remote learning.

Participants reported that during COVID school closure/remote learning online submission of assignments and shared devices per family were strategies that did not work well for students with disabilities.

The majority of participants indicated that they agreed or strongly agreed that school staff worked with parents/guardians in addressing severe behavior and work refusal.

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 Alba-Golden ISD:

- Measurable goals were all aligned to identified need, according to well-developed PLAAFP.
- PLAAFP detailed strengths, weaknesses, and all pertinent information regarding progress and ability to access learning environment.
- COVID-19 Contingency plans contained relevant resources to parents.

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 Alba-Golden ISD:

- Consider reviewing procedures and internal monitoring processes for Intensive Program of Instruction (IPI) for the purpose of closing the gaps for all students.
- Consider reviewing guidance and/or providing staff training related to Individualized Education Plan (IEP) goal development.
- Consider opportunities and strategies to increase outreach to parents/families/caregivers of students with disabilities who receive special education services in the district.

Technical Assistance

As a result of monitoring, the TEA has identified the following technical assistance resources to support Alba-Golden ISD engaging in **universal** support as determined by the RDA performance level data and artifacts within the compliance review:

Topic	Resource

IPI Development	Technical Assistance - IEP Development. **The Texas Education Agency** – Specific guidance for the district and state assessment decisions starts on p. 25. ▪ **Page 27 for IPI**
IEP Goal Writing	NCII-Set Academic IEP Goals. **The National Center on Intensive Intervention** – The linked document is guidance on strategies for setting high-quality IEP goals. NCII-Set Academic IEP Goals Technical Assistance: IEP Development. **TEA Technical Assistance: IEP Development** - The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency. IEP Goal Development. This document is a comprehensive goal writing support document that details the how to as well as the why. Guidance for moving from compliance to quality included.
Family Engagement	School, Family, and Community Engagement Network: The school, Family, and Community Engagement Network provides resources and professional development to build the capacity of educators to work collaboratively with families and community members in supporting positive outcomes for students with 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, Alba-Golden ISD will receive formal notification of noncompliance in addition to this report.*

The TEA Division 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	Not applicable		Universal	Not applicable
CAP	Not applicable	Not applicable		Not applicable

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](#)

[Results-Driven Accountability Manual](#)