



Cycle 1 Group 3

Dates: October 2020 – December 2020

## Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Anna Independent School District  
CDN: 043902

LEA Compliant

Non-Compliance Identified

Corrective Actions N/A

### INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Anna 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 Anna ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Anna ISD. The total number of files reviewed for the Anna ISD comprehensive desk review was 23. The review found overall that 23 files out of 23 files were compliant. An overview of the policy review and student file review for Anna 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	11 of 11
IEP Development	5 of 5	23 of 23
IEP Content	3 of 3	23 of 23
IEP Implementation	20 of 20	23 of 23
Properly Constituted ARD	7 of 7	23 of 23
State Assessment	4 of 4	13 of 13
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	NONCOMPLIANCE: SPP 11	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.

Anna 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 70 surveys during the comprehensive desk review.

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

- Parent and family communication and engagement in the ARD process.
- Staff and family knowledge of the ARD process and components of the ARD.
- Training and professional development for both staff and families.

Only half of 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 and the school website.

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

Most participants indicated they have a clear understanding of special education services with only one indicating they do not have a clear understanding of special education services.

The most selected areas of special education the participants would like to know about were:

- Child find evaluation and ARD support network,
- School, Family and Community Engagement network and
- Inclusion in Texas network and the Texas Sensor Support Network (TxSSN).

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

Only fifty-four percent of participants felt there were frequent opportunities to collaborate with related service providers and almost forty percent felt there was not frequent opportunities to collaborate with service providers.

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

- Timely updates on student progress,

- Knowledge of available services and programming, and
- Assuring students receive accommodations and/or modifications as outlined in the IEP.

All participants agree with the importance of including students interests/life goals in the transition process with 56% of participants strongly agreeing.

## COVID

Fifty-seven 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 four 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,
- teachers modified work, and
- provided individualized support.

Participants indicated that current COVID school closure/remote learning they needed professional development in, how to teach virtually and how to use virtual platforms.

Participants reported that during COVID school closure/remote learning strategies the top supports used by the district that did not work well for students with disabilities were:

- Online submission of assignments,
- LMS platform such as Schoology, Canvas or Google Classroom, and
- Shared device per family.

The majority of participants (87%) indicated that they agreed or strongly agreed that they worked with parent/guardian in addressing severe behavior and work refusal.

Seventy-five percent reported they chose in-person learning over remote. The majority indicated their child interacted with students and teachers consistently. When responding to the question on how effective remote learning for students receiving special education services, the answers were split. Fifty percent indicated effective with Forty three percent indicating ineffective.

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 Anna ISD:

- Goals aligned to need specified in well-developed Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements.
- The PLAAFP listed on each goal page clearly represents alignment.
- Transition Coordinated Set of Activities is well-articulated.
- Detailed progress monitoring logs were included in the submission and demonstrate IEP implementation.
- The IEP Continuity Plan is well-developed.

## 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 Anna ISD:

- Consider reviewing procedures and child find processes for evaluation timeline purposes.
- 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 Anna ISD engaging in **targeted** support as determined by the RDA performance level data and artifacts within the compliance review:

Topic	Resource
Child Find	<p><a href="#">Special Education Full and Individual Initial Evaluation (FIE) Assessment Log</a> provides local education agencies (LEAs) a tool for tracking initial evaluations and aligns with the data collection requirements of State Performance Indicators 11 and 12.</p> <p><a href="#">Special Education Full and Individual Initial Evaluation Timeline flowchart</a> provides an overview of the various timelines for an initial evaluation and ARD committee meetings where eligibility is determined based upon when the school district received written consent for an FIE.</p>
IEP Development	<p><a href="#">NCII-Set Academic IEP Goals. The National Center on Intensive Intervention</a> – The linked document is guidance on strategies for setting high-quality IEP goals.</p> <p><a href="#">NCII-Set Academic IEP Goals Technical Assistance: IEP Development. TEA Technical Assistance: IEP Development</a> - The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.</p> <p><a href="#">IEP Goal Development</a>. 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.</p>

## 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, Anna 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	12/18/2020		Targeted	60 days

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](#)