



Cycle 1 Group 3

Dates: October - December 2020

Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Aransas County Independent School District
CDN: 004901

LEA Compliant

Non-Compliance Identified

Corrective Actions: Complete

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Aransas County 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 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 Aransas County Independent School District. On December 18, 2020, the TEA conducted a comprehensive desk review of Aransas County Independent School District. The total number of files reviewed for the Aransas County Independent School District comprehensive desk review was 23. The review found overall that 17 files out of 23 files were compliant. An overview of the policy review and student file review for Aransas County 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	18 of 18	23 of 23
IEP Development	5 of 5	23 of 23
IEP Content	3 of 3	23 of 23
IEP Implementation	21 of 21	23 of 23
Properly Constituted ARD	8 of 8	18 of 23
State Assessment	4 of 4	22 of 23
Transition	6 of 6	6 of 6

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.

Aransas County Independent School District 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/Family/Administrative surveys

On December 18, 2020, the TEA Review and Support team received 54 surveys during the comprehensive desk review.

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

Eighty two percent of participants felt 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 via emails, followed by phone calls, notices sent home, and the school website.

The majority of parent/guardian 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 most selected areas of special education the participants would like to know about were the Schools, Family, and Community Engagement network, Texas Sensory Network (TxSSN), and Multiple Exceptionalities and Multiple Needs.

The majority of participants felt training in using reading instruction, math instruction, and intensive programs of instruction design and documentation to help meet the needs of students with disabilities was effective or somewhat effective.

Twenty percent of participants felt there were frequent opportunities to collaborate with related service providers and almost forty percent felt there were somewhat 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, and

- Assuring students receive accommodations and/or modifications as outlined in the IEP.

All participants indicated with the importance of including student's interests/life goals in the transition process with 44% of participants strongly agreeing.

The majority of participants indicated they chose In-Person learning model. Those participating in remote learning indicated that the students did interact with teachers consistently. They reported that remote learning for students receiving special education was effective or ineffective.

Almost 63% of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was not effective in student progress.

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

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

Participants indicated that current COVID school closure/remote learning they needed professional development in all areas and comments also indicated that it was needed yet not provided.

Participants indicated that during COVID school closure/remote learning strategies the top two supports used by the district that did not work well for students with disabilities were the LMS platform such as Schoology, Canvas or Google Classroom and how to use virtual platforms.

The majority of participants indicated that they agreed or somewhat agreed that they worked with parent/guardian in addressing severe behavior and work refusal during COVID-19 school closure/remote learning.

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 Aransas County Independent School District:

- Majority of participants feel they receive sufficient communication from schools such as updates, emails, and/or newsletters to stay connected.
- All full and individual evaluations (FIE) were completed within 45 school days of the date the district received written consent for evaluation to meet the required timeline.
- All monitored special education policies and practices follow federal and state requirements and are linked to the Legal Framework.

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 Aransas County Independent School District:

- Consider additional procedures and training on the topic of intensive programs of instructions (IPI) for special education students who do not pass state assessment.
- Consider reviewing/revising procedure to ensure all required ARD committee members are in attendance.

Technical Assistance

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

Topic	Resource
a. State Assessment: Intensive Program of Instruction (IPI)	a. Technical Assistance: IEP Development p.27 : The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.
b. IEP Development: ARD Committee Meeting Documentation	b. Technical Assistance: IEP Development p.35 : The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.
c. Properly Constituted ARD	c. https://childfindtx.tea.texas.gov/ARD_committee.html : The Child Find, Evaluation and ARD Support Network : The Child Find, Evaluation and ARD Supports Network assists LEAs by providing resources and training that are aligned with implementing effective Child Find practices, conducting comprehensive evaluations, and practicing collaborative admission, review, and dismissal (ARD) committee processes that lead to a free appropriate public education (FAPE) for students with disabilities. The specific link focus is on ARD Committees

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, Aransas County Independent School District 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 Texas.

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:

SSP	NA	NA	NA	NA
CAP	3/22/2020	1/29/2022	NA	30 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](#)

APPENDIX

Properly Constituted ARD

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
PCA3	34 §CFR 300.321(a)	TAC §89.105(c) (1)(B) TEC §29.005	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Individual—Yes Convene ARD Committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s free appropriate public education (FAPE) had been impacted and determine if compensatory services are needed. Systemic—Not Applicable	<input checked="" type="checkbox"/> No
PCA9		TAC §89.1050(c) (1)(I)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Individual—Yes Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if	<input checked="" type="checkbox"/> Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				<p>the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <ul style="list-style-type: none"> • Review and revise policies and operating procedures addressing this issue. • Develop processes that allow for self-monitoring this area of noncompliance. • Provide training on these procedures to the appropriate staff. • Demonstrate systemic, ongoing compliance in this area 	

State Assessment

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SA4		TEC §28.0213	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Individual—Yes Convene ARD Committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s free appropriate public education (FAPE) had been impacted and determine if compensatory services are needed. Systemic—Not Applicable	<input checked="" type="checkbox"/> No