



Cycle 1 Group 3

Dates: October 2020 – December 2020

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

CDN: 220915

LEA Compliant

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Azle 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 Azle ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Azle ISD. The total number of files reviewed for the Azle ISD comprehensive desk review was 24 files. The review found overall that 24 files out of 24 files were compliant. An overview of the policy review and student file review for Azle ISD are organized in the chart below by indicating the number of compliant findings within the reviewed file submissions related to the compliance area.

Compliance Area	Policy Review (# compliant of # reviewed)	Student File Review (# compliant # reviewed)
Child Find/Evaluation/FAPE	18 of 18	24 of 24
IEP Development	5 of 5	24 of 24
IEP Content	3 of 3	24 of 24
IEP Implementation	21 of 21	24 of 24
Properly Constituted ARD	8 of 8	24 of 24
State Assessment	4 of 4	24 of 24
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

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 135 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

- 60% of respondents feel they receive sufficient communication from their school such as weekly updates/emails/newsletters to stay connected.
- Majority of respondents reported that the best way their school/district provides information (trainings, online trainings, support groups and other available resources) concerning special education services are through email, notices sent home and the school website.
- Majority of respondents reported feeling comfortable attending special education information sessions or trainings, if offered at the school campus.
- 50% of respondents reported having a clear understanding of special education services and supports.
- Majority of respondents reported wanting to learn more about Child Find and Evaluation, ARD Support, School, Family, and Community Engagement and Inclusion in Texas networks.
- Respondents reported the following trainings as most effective:
 - Restorative Practices
 - Prescriptive teaching
 - Intensive programs of instruction design and documentation
- Majority of respondents somewhat agreed that there are frequent opportunities to collaborate and plan with related service providers.
- Respondents noted that they have endured the following obstacles during their students' special education programming and services:
 - Timely updates on student progress
 - Assuring students receive accommodations and/or modifications as outlined in the IEP.
- Over 70% of respondents reported that they either agree or strongly agree that they understand the importance of including the student's interests/life goals in the transition process.
- 52% of respondents reported that during COVID school closures/remote learning they were aware of an Emergency Contingency Plan effective for students' progress.
- During the COVID school closures/remote learning students with moderate to severe disabilities were supported through:

- Teachers providing supports needed for students to be successful.
- Teachers making regular contact with students and parents to meet emotional and academic needs.
- Teachers modifying work.
- During COVID school closures/remote learning, respondents reported the following professional development needs to specifically address the needs of students with disabilities:
 - How to teach virtually
 - How to use virtual platforms
- During COVID school closures/remote learning, respondents reported the following strategies used by the district for remote learning did not work well for students with disabilities:
 - Shared device per family
 - Online submission of assignments
 - Learning Management System (LMS) platform such as Schoology, Canvas, or Google Classroom
- Over 50% of respondents reported that during COVID school closures/remote learning, school staff worked with parents/guardians in addressing severe behavior and work refusal.
- 77% of respondents reported that for the 2020-2021 school year they opted for an in-person learning model.
- 41% of respondents reported that they found remote learning to be somewhat effective.

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 Azle ISD:

- Communication methods include notices, phone calls and emails to many stakeholders concerning special education services.
- Transition Planning
- Well written Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements, strong measurable goals, and state assessment decisions are based on multiple sources of evidence to support outcomes for students with disabilities.

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 Azle ISD:

- Support continuous improvement for developing a system to design Intensive Programs of Instruction (IPI) for students that did not meet the state assessment standards.
- Consider reviewing current guidance and providing staff training on data collection to support ARD committee recommendations for Least Restrictive Environment.

TECHNICAL ASSISTANCE

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

Topic	Resource
Child Find/Evaluation	https://childfindtx.tea.texas.gov
Intensive Programs of Instruction	https://tea.texas.gov/sites/default/files/AcceleratedInstructionandInterventionProgramsofInstruction.pdf

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, Azle 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 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:

Required Actions	Submission Date	Completion Date	Support Level	Communication Level
SSP	Not applicable		Not applicable	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](#)