



Cycle 1 Group 2

Dates: January 2020 – March 2020

## Texas Education Agency 2019–2020 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Basis Texas

CDN: 015834

LEA Compliant

Non-Compliance Identified

Corrective Actions: Completed

### INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Basis Texas 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), and Significant Disproportionality (SD), 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.

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

## 2019–2020 CYCLICAL REVIEW COMPLIANCE SUMMARY

On August 30, 2019, the TEA conducted a policy review of Basis Texas. On March 30, 2020, the TEA conducted a comprehensive desk review of Basis Texas. The total number of files reviewed for the Basis Texas comprehensive desk review was 21. The review found overall that 15 out of 21 files were compliant. An overview of the policy review and student file review for Basis Texas 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<br>(# compliant of # reviewed) | Student File Review<br>(# compliant of # reviewed) |
|----------------------------|--|--|
| Child Find/Evaluation/FAPE | 11 of 11                                     | 21 of 21   |
| IEP Development            | 8 of 8                                       | 20 of 21   |
| IEP Content                | 7 of 7                                       | 20 of 21   |
| IEP Implementation         | 3 of 3                                       | 19 of 21   |
| Properly Constituted ARD   | 6 of 6                                       | 21 of 21   |
| State Assessment           | 4 of 4                                       | 17 of 21   |
| Transition                 | 5 of 5                                       | 0 of 2   |

## 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<br>Accountability (RDA)<br>Performance Level | SPP Indicators 11, 12, 13<br>Compliance* | Significant<br>Disproportionality |
|------|---|--|-----------------------------------|
| 2019 | PL 0—Meets<br>Requirements                                  | COMPLIANT                                | N/A                               |

\*Indicator 11: Child Find

Indicator 12: Early Childhood Transition

Indicator 13: Secondary Transition

# 2019–2020 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEWS/SURVEY

## Staff and Family Surveys

On March 23, 2020, the TEA Review and Support team received 44 surveys during the comprehensive desk review. Respondents to the staff and family survey included parents/guardians, general education teachers, special education teachers, evaluation staff, and administration staff (district and campus). The Review and Support surveys focused on the following review areas:

Respondents reported the best ways for Basis Texas to reach out to parents, families, organizations and other stakeholders were related to current practice of sending notices home, emails and phone calls. The respondents indicated that Basis Texas does a good job of providing individualized supports, following policies and procedures and meeting timelines. Staff members were viewed as supportive, caring and in frequent communication with parents. The special education staff is included in curriculum training and planning with content and grade level teachers. Trainings based on the needs of students with academic or behavioral issues in the general education classes were viewed as effective. Most staff who responded indicated they attended a training related to discipline or classroom management in the last two years.

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 Basis Texas:

- General Education and Special Education staff are included in most trainings.
- Notifying parents/guardians of the ARD meeting at least five school days prior to the meeting and providing parents/guardians with a copy of the Notice of Procedural Safeguards
- All ARD committees contained all required members.
- Provision of individualized support was listed as the area the school does best.

## 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 Basis Texas:

- Review and revise Training on Intensive Programs of Instruction (IPI)
- Training on Transfer of Student Rights

## Technical Assistance

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

| Topic                             | Resource  |
|-----------------------------------|---|
| Intensive Programs of Instruction | Accelerated Instruction and Intensive Programs of Instruction:<br><a href="https://tea.texas.gov/sites/default/files/AcceleratedInstructionandInterventionProgramsofInstruction.pdf">https://tea.texas.gov/sites/default/files/AcceleratedInstructionandInterventionProgramsofInstruction.pdf</a> |
| Transfer of Rights                | Legal Framework<br><a href="http://framework.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=117&amp;DT=G&amp;LID=en">http://framework.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=117&amp;DT=G&amp;LID=en</a>  |

## 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, Basis Texas 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 Intervention, Stage, and Activity Manager (ISAM).

The LEA must submit the CAP in ISAM 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 SSP and/or CAP Below:

| Required Actions | Submission Due Date | Completion Due Date | Support Level | Communication Schedule |
|------------------|---------------------|---------------------|---------------|------------------------|
| SSP              | N/A                 |                     | Universal     | Not applicable         |
| CAP              | 8/3/2020            | 6/1/2021            |               | 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

## 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<br><br><input type="checkbox"/> No | <p>Individual—Yes</p> <p>Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider whether the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating procedures and practices, addressing this practice.</p> <p>Provide training on these procedures to the appropriate staff.</p> | <input checked="" type="checkbox"/> Yes |

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions  | Must Be Addressed in CAP |
|------|---------------|------------------|----------------------|---|--------------------------|
|      |               |                  |                      | <p>Develop practices that allow for self-monitoring this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p> |                          |