

Action Not Required

December 7, 2021

Mr. Devin Tate, Superintendent  
Beckville ISD 183901  
P O Box 37  
Beckville, TX 75631-0037  
tated@beckvilleisd.net

Subject: Cycle 2 Review Status Clarification and Update

Dear Mr. Devin Tate,

The purpose of this letter is to clarify your district of its status related to the special education Cycle 2 review and any findings identified as a result of data collected and reviewed during monitoring activities in accordance with the Individuals with Disabilities Education Act (IDEA).

#### **Status of Compliance**

After an internal document review, TEA has determined that **Beckville ISD** received a 2020-2021 Cyclical Monitoring Report that may have contained confusing information regarding compliance standing and requirements for further action. The attached updated report corrects language on page 1, and if applicable in the Appendix.

Specifically, although individual instance(s) not meeting regulatory and/or statutory requirements during the review of LEA provided data were found, the LEA timely corrected those instance(s) prior to any letter of finding from the State being issued. Therefore, no further actions resulting from the LEA's cyclical review are required.

Should you have any questions regarding the cyclical review process and/or questions related to the updated report information, please contact the Office of Special Populations and Monitoring at (512) 463-9414.

Sincerely,

Jennifer Alexander  
Interim Deputy Commissioner  
Office of Special Populations and Monitoring  
Texas Education Agency

cc: LEA Special Education Director  
Executive Director, Region 7 Education Service Center  
Special Education Contact, Region 7 Education Service Center

Enclosure



Cycle 2 Group 2

Dates: January 2021 - March 2021

## TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Beckville ISD

CDN: 183901

**Status: Complete – See attached letter and updated Appendix**

### INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Beckville 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 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 January 22, 2021, the TEA conducted a policy review of Beckville ISD. On February 25, 2021, the TEA conducted a comprehensive desk review of Beckville ISD. The total number of files reviewed for

the Beckville ISD comprehensive desk review was 19 The review found overall that 17 files out of 19 files were compliant. An overview of the policy review and student file review for Beckville 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:

<b>Compliance Area</b>	<b>Policy Review (# compliant of # reviewed)</b>	<b>Student File Review (# compliant of # reviewed)</b>
Child Find/Evaluation/FAPE	19 of 19	19 of 19
IEP Development	5 of 5	18 of 19
IEP Content	3 of 3	19 of 19
IEP Implementation	21 of 21	19 of 19
Properly Constituted ARD	8 of 8	19 of 19
State Assessment	4 of 4	19 of 19
Transition	6 of 6	6 of 7

## 2020–2021 DYSLEXIA COMPLIANCE SUMMARY

The dyslexia monitoring process focuses on three-core elements: early identification and intervention, program of instruction, and parent notification. The TEA Department of Review and Support: Dyslexia Monitoring reviewed Beckville ISD artifacts using a program evaluation protocol which is aligned to Senate Bill 2075 and The Dyslexia Handbook. The **2020-2021** school year results for Beckville ISD are in the table below.

<b>Areas of Implementation</b>	<b>Compliance Status</b>
Dyslexia Procedures	Met Compliance
Parent Communication	Met Compliance
Screening	Met Compliance
Reading Instruments	Met Compliance
Evaluation and Identification	Met Compliance
Instruction	Met Compliance
Dysgraphia	Met Compliance
Professional Development and Training	Met Compliance

## 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

**Minimum size requirements not met. Results are not published within this report due to the limitation of the sample size.**

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 Beckville ISD:

- Intensive programs of instruction are provided to students who did not meet expectations on state assessments.
- The ARDs are properly constituted and include all relevant personnel.
- The length of the instructional day and instructional arrangement are included for each student.

### 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 Beckville ISD:

- Postsecondary goals related to transition should address education and training and employment and independent living, if applicable.
- For students on an alternate curriculum, objectives should be included for each annual goal.

## TECHNICAL ASSISTANCE

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

Topic	Resource
Postsecondary Transition Goal	<p><a href="http://www.transitionta.org">www.transitionta.org</a>. <b>National Technical Assistance Center on Transition (NTACT)</b>. A resource supported by the Office of Special Education Programs (OSEP) and Rehabilitation Services Administration (RSA). Resources related to transition planning, graduation, post-school success, and data analysis and use are linked in this resource. Effective practices for transition are delineated into evidence-based, research-based, promising practices, and unestablished practices..</p> <p><a href="#">Transition and Employment Guide (T&amp;E Guide)</a>: <b>Texas Education Agency's T&amp;E Guide</b> per TEC §29.0112 provides information on statewide services and programs that assist in the transition to life outside of the public school system. This guide includes transition services; employment and supported employment services; social security programs; community and long-term services and support; postsecondary educational programs and services; information sharing with health and human services agencies and providers; guardianship, alternatives to guardianship, including a supported decision-making agreement under Chapter 1357, Estates Code; self-advocacy, person-directed planning, and self-determination; and contact information for all relevant state agencies.</p>
Measurable Annual Goals and Benchmarks/Objectives	<p><a href="#">Technical Assistance - IEP Development</a>. <b>The Texas Education Agency</b>. Specific guidance for the district and state assessment decisions starts on p. 25.</p> <p><a href="#">Alternate State Assessments for Students with Disabilities: FAQ</a>. <b>The Office of Special Education Idea's that Work</b>. Linked is a document that provides LEAs with guidance regarding the most frequently asked questions about alternate assessments.</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, Beckville ISD will receive formal notification of noncompliance in addition to this report.***

The TEA Department of Review and Support 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.

## **2020–2021 DYSLEXIA PROGRAM EVALUATION FINDINGS**

As a result of the program evaluation review, the TEA Department of Review and Support: Dyslexia Monitoring has identified the following strengths, considerations, and technical assistance recommendations for Beckville ISD.

### **Areas of Strength**

An area of strength for the LEA includes a comprehensive district-wide procedure manual that includes program procedures for evaluating, identifying, instructing as well as screening students with dyslexia.

### **Areas of Consideration**

The LEA's dyslexia program is in alignment with state and federal requirements. The following resources are recommended to support the implementation of the dyslexia program, internal systems, and procedures.

Topic	Resource
TEA Review and Support	<a href="#">Dyslexia Monitoring</a>
TEA Special Education	<a href="#">Dyslexia and Related Disorders</a>
Dyslexia: TEA Professional Learning Course	<a href="#">TEALearn Dyslexia Modules</a>

If you have questions about the contents of this dyslexia review summary, please contact Faith Hightower in the Texas Education Agency Department of Review and Support: Dyslexia Monitoring, by phone at 512-463-4140 or by email at [faith.hightower@tea.texas.gov](mailto:faith.hightower@tea.texas.gov).

### Corrective Action

The TEA reviews data collected from the dyslexia program evaluation to ensure compliance with federal and state regulatory requirements. In accordance with State Board of Education (SBOE) dyslexia guidance and Senate Bill 2075 regarding noncompliance identified through the dyslexia program evaluation, a finding of noncompliance is identified by the citation (i.e., program or process) that is violated.

### Dyslexia Performance Plan (DPP)

If noncompliance is identified, the LEA is required to demonstrate correction of all noncompliance in the Dyslexia Performance Plan (DPP). This tool guides LEAs through a continuous improvement process. It addresses areas of growth that will positively impact students with dyslexia or other related disorders. LEAs should complete the DPP no later than 120-days after receiving notification of noncompliance. This document will be provided by TEA or can be accessed in the resources section of the [Review and Support website](#).

## 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		Universal	Not applicable
CAP	N/A	N/A		N/A
DPP	N/A			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](#)



## APPENDIX

### IEP Development

#### Student File Review

##### Updated clarification 12/2021

*LEA corrected the individual student folders prior to any issuance of findings by the State. No additional corrective actions are required.*

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
ID6	34 CFR §300.320(a)(2)(ii) 34 CFR §300.320(a)(6)	TAC §89.1055(b)	Student folder did not meet requirements upon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required

### Transition

#### Student File Review

##### Updated clarification 12/2021

*LEA corrected the individual student folders prior to any issuance of findings by the State. No additional corrective actions are required.*

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
TR10	34 CFR §300.320(b)	TAC 89.1055(l)(1)	Student folder did not meet requirements upon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required