



Cycle 2, Group 1

Dates: October-December 2020

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

CDN: 116915

LEA Compliant

### INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Bland 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 Bland ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Bland ISD. The total number of files reviewed for the

Bland ISD comprehensive desk review was 19 . The review found overall that 19 files out of 19 files were compliant. An overview of the policy review and student file review for Bland 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	5 of 5
IEP Development	5 of 5	19 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	12 of 12
Transition	6 of 6	5 of 5

## 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.

<b>Year</b>	<b>Results-Driven Accountability (RDA) Determination Level</b>	<b>SPP Indicators 11, 12, 13 Compliance*</b>	<b>Significant Disproportionality</b>
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, ADMINISTRATORS

### Staff and Family Surveys

On December 18, 2020, the TEA Review and Support team received 35 surveys during the comprehensive desk review.

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

Respondents indicated that 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 participants felt training in to help meet the needs of students with disabilities was effective.

Most of the participants felt there were frequent opportunities to collaborate with related service providers.

More than 90% of participants agree with the importance of including students interests/life goals in the transition process with 38% of participants strongly agreeing.

Respondents reported that remote learning for students receiving special education was somewhat effective or ineffective.

Eighty percent of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in supporting student progress.

During COVID closures the following supports were provided to students with moderate to severe disabilities:

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

Participants indicated that during current COVID school closure/remote learning they needed professional development in the following areas most:

- How to teach virtually
- How to use virtual platforms
- How to engage students and assess levels of engagement

Participants indicated that shared devices for each family did not work well during COVID school closure/remote learning.

The majority of participants indicated that they worked with parents/guardians in addressing severe behavior and work refusal during COVID closures/remote learning.

**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 Bland ISD:

- The desk review summary shows that all policies and compliance areas meet the state and federal regulations.
- The survey demonstrated evidence that staff and administrators worked together to support students with disabilities during COVID school closures and remote learning.

## 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 Bland ISD:

- Survey comments suggest that Bland ISD is working to improve the quality of tier one instruction and structure the intensive supports. Linked in the resources are resources for setting high-quality IEP goals.

## TECHNICAL ASSISTANCE

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

<i>Topic</i>	<i>Resource</i>
Intensive Instruction	<b>The National Center for on Intensive Intervention.</b> <a href="#">Intensive Intervention Resources</a> . The linked document and additional resources are designed to help state and local program leaders find time for intensive supports through scheduling strategies. <a href="#">Strategies for setting High-Quality Academic IEP goals</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, Bland 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:

<i>Required Actions</i>	<i>Submission Due Date</i>	<i>Completion Due Date</i>	<i>Support Level</i>	<i>Communication Schedule</i>
SSP	N/A		Universal	N/A
CAP	N/A	N/A		N/A

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.](#)