



Cycle 2 Group 1

Dates: October 2020 -December 2020

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

CDN: 148901

Non-Compliance Identified

Corrective Actions To Be Completed

### INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Booker 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 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 Booker Independent School District. On December 18, 2020, the TEA conducted a comprehensive desk review of Booker Independent

School District. The total number of files reviewed for the Booker Independent School District comprehensive desk review was 15. The review found overall that 3 files out of 15 files were compliant. An overview of the policy review and student file review for Booker 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:

<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	14 of 15
IEP Development	5 of 5	12 of 15
IEP Content	3 of 3	14 of 15
IEP Implementation	21 of 21	15 of 15
Properly Constituted ARD	8 of 8	15 of 15
State Assessment	4 of 4	10 of 15
Transition	6 of 6	0 of 7

## **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, ADMINISTRATOR INTERVIEWS/SURVEY

### Staff/Administrative Interviews

Minimum size requirements not met. Results 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 Booker Independent School District:

- All full and individual evaluations were completed within timelines.
- All parents were notified of the ARD meetings.
- Appropriate staff were at all ARD meetings reported.
- Annual Admission, Review and Dismissal meetings were held at appropriate time.

### 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 Booker Independent School District:

- Consider revising procedures and additional training focused on federal regulations and operating procedures related to Transition.
- Consider revising procedures and additional training focused on federal regulations and operating procedures related to Intensive Program of Instruction.

## TECHNICAL ASSISTANCE

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

Topic	Resource
Transition	<p><a href="https://www.texastransition.org">https://www.texastransition.org</a>: <b>The Student-Centered Transitions Network</b> builds collaborative infrastructures among students, families, schools, LEAs, and communities. The SCTN aims for all students with disabilities to be actively involved in planning, communicating, and evaluating progress in meeting their transition goals from early childhood through high school graduation and postsecondary readiness.</p> <p><a href="#">The Garrett Center - Educator and Case Manager Resources</a>: <b>The Garrett Center</b> coordinates statewide activities designed to build collaborative infrastructures among students, families, schools, districts, and communities to equip all students with disabilities to be actively involved in planning, communicating, and evaluating progress in meeting their transition goals from early childhood through high school graduation and postsecondary readiness. Linked are resources that include student-led IEP meetings and other resources to involve students in the planning and developing of the ARD.</p> <p><a href="#">Technical Assistance: IEP Development</a>. <b>TEA Technical Assistance: IEP Development</b> - The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.</p>
PLAAFPS	<p><a href="#">Intensive Intervention Resources</a>. <b>The National Center for on Intensive Intervention</b> – 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="#">Scheduling for Intensive Services taxonomy-intervention-intensity</a>  <a href="#">Intervention Resources: literacy-strategies</a>  <a href="#">Intervention Resources/mathematics-strategies-support-intensifying-interventions</a>  <a href="#">intervention-resources/behavior-strategies-support-intensifying-interventions</a>  <a href="#">Intensive-intervention-features-explicit-instruction</a>  <a href="#">DBI_Weekly_Log_.pdf</a>  <a href="#">Technical Assistance - IEP Development</a>. <b>The Texas Education Agency</b> –</p>
Intensive Program of Instruction	<p>Specific guidance for the district and state assessment decisions starts on p. 25.  Page 27 for IPI</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, Booker Independent School District will receive formal notification of***

***noncompliance in addition to this report.***

The TEA Department 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 Due Date	Completion Due Date	Support Level	Communication Schedule
SSP	N/A		Universal	N/A
CAP	3/22/2021	1/28/2022		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

### Child Find/Evaluation

#### Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SE3	34 CFR §300.304(a)	TAC §89.1011; TEC §29.004(a)	Yes	<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—Not Applicable</p>	No
		19 TAC 89.1011(d) and (e)	Yes	<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—Not Applicable</p>	No

## IEP Content

### Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
IC3	34 CFR §300.320(a)(7)		Yes	<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—Not Applicable</p>	No

## IEP Development

### Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
ID2	34 CFR § 300.320(a)(1)		Yes	Individual—Yes  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.	No

## 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	Yes	<p>Individual—Not Applicable</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> <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>Develop practices that allow for self-monitoring this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	Yes

## Transition

### Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
TR1	34 CFR §300.320(b)	TAC 89.1055(j); TEC §29.0111	Yes	<p>Individual—Not Applicable</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> <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>Develop practices that allow for self-monitoring this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
TR6		TAC 89.1055(j) (5)	Yes	<p>Individual—Not Applicable</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> <p>Convene ARD committee meetings for those students whose records indicate noncompliance is 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>Develop practices that allow for self-monitoring this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	Yes
TR10	34 CFR §300.320(b)	TAC 89.1055(l) (1)	Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for those students whose records indicate noncompliance is 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—Not Applicable</p>	No

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
TR11	34 CFR 300.320(b)	TAC 89.1055(l) (1)	Yes	<p data-bbox="911 266 1115 295">Individual—Yes</p> <p data-bbox="911 342 1608 521">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 data-bbox="911 570 1247 597">Systemic—Not Applicable</p>	No