



Cycle #2 Group #1

Dates: October – December 2020

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

CDN: 025902

Non-Compliance Identified

Corrective Actions in Progress

### INTRODUCTION

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

reviewed for the Brownwood ISD comprehensive desk review was 23. The review found overall that 12 files out of 23 files were compliant. An overview of the policy review and student file review for Brownwood 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	23 of 23
IEP Development	5 of 5	23 of 23
IEP Content	3 of 3	17 of 23
IEP Implementation	21 of 21	23 of 23
Properly Constituted ARD	8 of 8	23 of 23
State Assessment	4 of 4	22 of 23
Transition	6 of 6	1 of 6

## 2020-2021 RESIDENTIAL FACILITY INFORMATION

Brownwood ISD .025902 has 9 Residential Facilities (RFs) and is approved to serve students in EE - 12 grade(s). The chart below identifies the RFs which were included in the cyclical review. .

<b>RF Name</b>	<b>RF Number</b>	<b>Grade Level(s)</b>
Sweeten Home	260206	K-12
Daybreak	260478	K-12

## 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) Performance Level</b>	<b>SPP Indicators 11, 12, 13 Compliance*</b>	<b>Significant Disproportionality</b>
2020	DL 2—Needs Assistance	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/Family/Administrative surveys and interviews**

Between November 10, 2020 and November 12, 2020, the TEA Review and Support team conducted 17 interviews during the virtual on-site visit. The Review and Support interviews focused on the following review areas: communication, implementation of IEPs in the classroom, teacher collaboration, and monitoring and evaluating the effectiveness of the special education program.

Families believe they are included in the decision-making process, and teachers recognize that the family member's voices must be incorporated when making decisions for students. The district has parent liaisons who provide support for the communication between families and the schools. Some campuses have grade-level curriculum meetings weekly, while others do not have a set time to meet. Some special education teachers attend grade-levels meeting, and others do not. Instead, they meet one on one with teachers when questions arise. General education teachers receive information about students' IEP through emails from eSped and conversations with the special education teachers.

Brownwood ISD is an inclusive district with a focus on least restrictive environment. Students have many options to participate in extracurricular activities, and transportation is provided if needed.

Most trainings are provided before the school year begins, but trainings do take place on campuses during the year by the special education director, mental health specialist, and behavior specialist. Teachers indicated they were not aware of trainings on differentiated instruction and that behavior trainings were only for staff who are directly involved with behavior students. Trainings are consistently available for administrators during cabinet meetings and leadership L&L meetings.

The district recently changed the referral process for special education to make it more streamlined and consistent across campuses. Teacher feedback sheets are sent to general education teachers when developing IEPs and data is reviewed. Parents indicated they do not feel part of the planning process prior to ARDs.

On December 18, 2020, the TEA Review and Support team received 67 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas: Eighty percent of participants felt they receive sufficient communication from their school. The best way the school/district provides information (trainings, online trainings, support groups and other available resources) concerning special education services is via notices sent home, followed by the school website and email.

The majority of parent/family member participants felt they would be most comfortable attending special education information sessions at the school campus or a community center.

Eighty percent of participants indicated they have a clear understanding of special education services.

The most selected areas of special education the participants would like to know about were the School, Family, and Community Engagement network; Inclusion in Texas network; and the Texas Statewide Leadership for Autism Training.

The majority of participants felt training in classroom management and differentiated instruction was most effective to help meet the needs of students with disabilities.

Fifty eight percent of participants felt there were frequent opportunities to collaborate with related service providers and almost forty-two percent felt there was not frequent opportunities to collaborate with service providers.

The obstacles concerning student's special education programming and services were reported as:

- Knowledge of available services and programming.
- Assuring students receive accommodations and/or modifications as outlined in the IEP.
- Timely updates on student progress.

All participants agree with the importance of including students' interests/life goals in the transition process with 45% of participants strongly agreeing.

The majority of participants indicated they chose In-Person learning model. Those participating in remote learning indicated that the students did not interact with teachers consistently. Forty-three percent reported that remote learning for students receiving special education was somewhat effective while 46% reported it was ineffective.

## **COVID**

Almost 63% of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in student progress.

During COVID closures the top three methods indicated that teachers provided support to students with moderate to severe disabilities were:

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

Participants indicated that during current COVID school closure/remote learning they needed professional development in how to teach virtually, how to use virtual platforms, and the social and

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emotional learning impact on students.

Participants indicated that during COVID school closure/remote learning the top two supports used by the district that didn't work well for students with disabilities were online submission of assignments, virtual instruction with the child's teacher, and sharing one device in the family.

The majority of participants indicated that they agreed or strongly agreed that they worked with parent/guardian in addressing severe behavior and work refusal.

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 Brownwood ISD:

- Many PLAAFP statements have information from all core subjects, and some include comments from teachers of elective courses. Providing information from several teachers, including nonacademic teachers, allows for a more robust IEP and annual goal development.
- When out-of-state assessment information was unavailable, Brownwood ISD proactively developed an intensive program of instruction (IPI) to ensure the student was adequately supported before those results were available.
- The referral process for special education was revised district wide to make it more streamlined and consistent across the campuses.
- Consistent and continual professional development is available to administrators. (Cabinet meetings, Leadership L&L meetings)

## 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 Brownwood ISD:

- Revise or develop a system to ensure thorough explanation of the schedule of services in the IEP in order to provide clear reference of the services students receive.
- Review processes to document which transition services (including courses of study) are needed to assist the students in reaching their postsecondary goals.
- Implement process for the development of measurable postsecondary goals related to education or training and employment.
- Evaluate virtual program choices and reduce the number of curriculum and program choices to encourage mastery and consistency amongst teachers.
- Implement scheduling of consistent PLC or grade level meetings across campuses to allow more time for special education and general education teachers to collaborate.



Collaborating and developing services for children with disabilities.	<a href="#">continueMode=true</a> : Child Find, Evaluation, and ARD Support Network: This virtual workshop reviews the requirements of an admission, review and dismissal (ARD) committee meeting, including membership, participation, and components.
Behavior Interventions and resources	<a href="http://www.spedtex.org/">http://www.spedtex.org/</a> . The School, Family, and Community Engagement Network: The network provides resources and professional development to build educators' capacity to work collaboratively with families and community members in supporting positive outcomes for students with disabilities.
Virtual Instruction	Instructional Continuity Framework <a href="https://tea.texas.gov/texas-schools/health-safety-discipline/covid/covid-19-support-instructional-continuity-planning">https://tea.texas.gov/texas-schools/health-safety-discipline/covid/covid-19-support-instructional-continuity-planning</a> Texas Home Learning <a href="https://tea.texas.gov/texas-schools/health-safety-discipline/covid/covid-19-support-texas-home-learning">https://tea.texas.gov/texas-schools/health-safety-discipline/covid/covid-19-support-texas-home-learning</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, Brownwood ISD 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.

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	12/18/2020		Targeted	90 days
CAP	3/15/2021	1/29/2022		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

### 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	Individual—Yes  Systemic—Yes  Review and revise procedures, including operating guidelines and practices addressing this issue.  Provide training on these procedures to the appropriate staff.  Develop processes that allow for self-monitoring this area of noncompliance.  Provide evidence of systemic compliance of the noncompliance issue.	Yes

## 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	Individual—Yes  Systemic—Not Applicable	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	Individual—Yes  Systemic—Not Applicable	Yes

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)	Yes	<p data-bbox="951 305 1150 334">Individual—Yes</p> <p data-bbox="951 456 1604 678">Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.</p> <p data-bbox="951 764 1136 794">Systemic—Yes</p> <p data-bbox="951 841 1604 911">Review and revise procedures, including operating guidelines and practices addressing this issue.</p> <p data-bbox="951 958 1514 1027">Provide training on these procedures to the appropriate staff.</p> <p data-bbox="951 1075 1577 1144">Develop processes that allow for self-monitoring this area of noncompliance.</p> <p data-bbox="951 1192 1562 1261">Provide evidence of systemic compliance of the noncompliance issue.</p>	Yes

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>Individual—Yes</p> <p>Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if 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 procedures, including operating guidelines and practices addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Provide evidence of systemic compliance of the noncompliance issue.</p>	Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
TR13	34 CFR §300.320(b)	TAC §89.1055(l) (2)	Yes	<p>Individual—Yes</p> <p>Systemic—Yes</p> <p>Review and revise procedures, including operating guidelines and practices addressing this issue. Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Provide evidence of systemic compliance of the noncompliance issue.</p>	Yes
TR14	34CFR §300.320(c)	TAC §89.1049(a)	Yes	<p>Individual—Yes</p> <p>Systemic—Not Applicable</p>	Yes