



Cycle 1 Group 3

Dates: October 2020 – December 2020

## Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Bryan ISD

CDN: 021902

LEA Compliant

Non-Compliance Identified

Corrective Actions Completed: N/A

### INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Bryan 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 Bryan ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Bryan ISD. The total number of files reviewed for the Bryan ISD comprehensive desk review was 24. The review found overall that 24 files out of 24 files were compliant. An overview of the policy review and student file review for Bryan 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	18 of 18	24 of 24
IEP Development	5 of 5	24 of 24
IEP Content	3 of 3	24 of 24
IEP Implementation	21 of 21	24 of 24
Properly Constituted ARD	8 of 8	24 of 24
State Assessment	4 of 4	24 of 24
Transition	6 of 6	11 of 11

## 2020-2021 RESIDENTIAL FACILITY INFORMATION

Bryan ISD (021902) has one Residential Facility (RF) and is approved to serve students in 5th through 12th 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>
Everyday Life	260367	5-12

## 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) Determination Level</b>	<b>SPP Indicators 11, 12, 13 Compliance*</b>	<b>Significant Disproportionality</b>
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2020	DL 3—Needs Intervention	COMPLIANT	SD Year 3
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\*Indicator 11: Child Find  
Indicator 12: Early Childhood Transition  
Indicator 13: Secondary Transition

## 2020-2021 COVID-19 IMPACT NARRATIVE SUBMISSION

In the 2020-2021 academic year, Local Education Agencies (LEAs) had an opportunity to share the practices incorporated to support Child Find and FAPE for students being served by special education during the COVID-19 pandemic by completing the COVID 19 Impact Narrative.

Bryan ISD submitted a COVID-19 Impact Narrative as a supplement to their Cyclical Review:

Yes     No

## 2020-2021 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEWS/SURVEY

### Staff/Family/Administrative surveys and interviews

**Survey participants:** on December 18, 2020 the TEA Review and Support team received 243 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

Seventy-one percent of participants felt they receive sufficient communication from their school. The best way the school/district provides information such as 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 parent/family member participants felt they would be most comfortable attending special education information sessions at the school campus.

Sixty-three percent of participants indicated agree or strongly agree that 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 following networks.

- The Child Find Evaluation and ARD Support Network
- School, Family, and Community Engagement Network
- Tiered Interventions Using Evidence-Based Research (TIER)

The majority of participants felt training in to help meet the needs of students with disabilities was effective or somewhat effective.

Thirty-eight percent of participants agree or strongly agree that there were frequent opportunities to collaborate with related service providers.

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

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

Eighty-eight participants agree with the importance of including students interests/life goals in the transition process with sixty percent of participants strongly agreeing.

Many participants indicated they chose an in-person learning model. Most respondents also reported that remote learning for students receiving special education was rated as somewhat effective or ineffective.

Fifty-three 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 top three ways indicated that teachers provided support to students with moderate to severe disabilities were:

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

Participants indicated that current COVID school closure/remote learning they needed professional development in all areas and comments also indicated that general education staff want more support from special education staff in lesson development for special education students participating in remote learning.

Participants indicated that during COVID school closure/remote shared devices per family and online submission of assignments were not effective for students with disabilities.

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

**Interview participants** were as follows: 4 administrators, 5 general education teachers, and 5 special education teachers.

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

- Communication and collaboration
- Implementation of Special Education Services
- Monitoring effectiveness

Bryan ISD offers a full continuum of services that includes SOAR for behavior and 2 levels of SAILS/Lifeskills programs, Resource, Inclusion, Coteach and 18+ programs. FLEX is another option for social skills training and PASS is a monitoring system used by Bryan ISD. Students are transferred to another campus if appropriate setting/program is not offered at home campus.

### **Communication/Collaboration**

Frontline is used to share student level documents, including identifying information as well as accommodations and modifications. This allows teachers and staff working with the student to review and/or print information at any time with a signature expectation. Some teachers choose to read online only for confidentiality purposes. Case managers and counselors check in with teachers to ensure that they understand the information shared and collaborate on the implementation of services. The administrative team ensures that sped teachers have access to all lesson plans, and availability to provide services to students with disabilities.

Collaboration between the general education staff and special education staff was described in a variety of opportunities. Some teachers can meet daily, whereas other staff make it a point to connect outside of common planning times. Lesson plans are shared and discussed to scaffold and meet student need. Case Manager meetings occur outside of planning period. Co-Teachers plan every week with Content teachers and share equally in the implementation of accommodations and modifications.

### **Extracurriculars**

Staff described a concerted effort to ensure all students have the opportunity to participate in extracurriculars and school sponsored events. Bryan ISD shared that the district vision is to have students find their passion area and support those interests as much as possible.

### **Implementation/monitor effectiveness of Special Education programs**

Interviews describe a mission to establish a culture of service and joy. The leadership team routinely visit concerns, hiccups, and to determine if there are systems issues or campus-level concerns to address. Administrators are expected to be visible, answer questions, participate in support-driven efforts. The district also has designated campus experts, such as Instructional Coaches and Behavior Specialists who support all areas of instruction.

Within 24 hours of ARD, updated IEP, accommodations, and BIP is shared. Other strategies to ensure IEP implementation include checking in with teachers to make sure they understand IEP/BIP and are using accommodations. Staff and administrators will ask students if they are receiving their accommodations and how the BIPs are followed. Teachers try new strategies and report success to case managers. Special education teachers modify TEKS lesson plans to meet the level of their students and provide suggestions how to scaffold instruction and most effective strategies/best graphic organizer for all students.

## **ARD**

A process to develop the IEP for ARD meetings includes the collection of data and early connection with families. Draft of goals and Present Levels of Academic Achievement and Functional Performance are sent home 10 days prior to the ARD. Case managers call and email parents to confirm receipt. However, parent participation is noted as a weakness and the staff describe a consistent attempt to include parents in planning of the IEP. All the meetings are professional and follow protocol.

## **Monitoring Effectiveness**

At the beginning of the year a PASS data tracker/monitor sheets is created that includes goals and skills. Data is taken two to three times a week, and progress is documented. Progress monitoring reports are provided twice every six weeks. Occasionally, the committee reconvenes to address new goals/needs and adjustments to goals/IEPs. Work samples (writing samples) collected, and progress shared with student. Weekly meetings between the Special Education Director and Superintendent are in place.

Data is improving according to staff interviews and academic interventions are demonstrating more effectiveness. Instructional strategies are being adjusted after walkthroughs. District assessments given every 6 weeks and staff analyze the data in PLCs to plan instruction for all students.

## **Training**

Training decisions are based on an ongoing needs analysis and observations. Walkthroughs determine need for additional support and training, job-embedded training at campus requests. On-demand courses also made available according to staff interviews.

Annual training is given to support the implementation of the Frontline platform. Special education topics including co-teaching were described as effective. Staff shared that the focus this year is on the Response to Intervention process in Bryan ISD.

Assistive Technology or additional training/guidance are given if requested and resources are described in a special education handbook for staff.

## **Training Needs**

Interview data suggest that training for differentiated instruction is still fragmented in the implementation of strategies by teachers. Interviews also mentioned the need for refreshers on other topics that include co-teaching, intensive supports for instruction, and documentation for the implementation of IEPs.

## **COVID-19 Impact**

A lot of initial and ongoing training provided for parents in the use of Schoology, including printed directions in English and Spanish, live work sessions, continuous Help Desk, teachers' commitment to training parents prior to the launch of Schoology.

Edgenuity is also utilized. District-based content videos are also provided. Students can pause video as needed, use teacher provided notes for assistance, and reading material can be orally utilized. Error correction provided through immediate feedback and teachers provide reteach videos and 30-minute (face-to-face) sessions/tutorials are daily and immediately after class.

Online mastery checks determine reteach session attendance. Teachers add more assignments as needed for mastery of concept. Individual grades are given at the end of the week. Parents are sometimes trained on how to use accommodations and supplemental aids and teachers post videos or notes on how to complete and assignment. However, the overall effectiveness of the COVID response and remote learning has varied. Student engagement is described as weak and especially hard for students with more severe needs.

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 Bryan ISD:

- PLAAFP statements include how the disability affects progress in the general education curriculum.
- Intensive programs of instruction are identified for students who do not meet standards on the state assessment.
- Accommodations and/or modifications are provided for students as evidenced by work samples and artifacts.

## 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 Bryan ISD:

- Consider opportunities to ensure further collaboration around IEP development for general education and special education teachers that share students.

## Technical Assistance

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

Topic	Resource
IEP Development	<a href="https://www.inclusionintexas.org/">https://www.inclusionintexas.org/</a> . The Inclusion in Texas Network - The

	<p>Inclusion in Texas Network promotes a statewide culture of high expectations for students with disabilities and significantly improves academic and functional outcomes for students served by special education. The network assists LEAs to build capacity to develop and appropriately implement instructional programs that provide meaningful access to inclusive environments and grade-level standards, where appropriate.</p>
<p>Technical Assistance Network Requests</p>	<p><a href="#"><u>Child Find, Evaluation and ARD Support Network</u></a>: The Child Find, Evaluation and ARD Supports Network assists LEAs by providing resources and training that are aligned with implementing effective Child Find practices, conducting comprehensive evaluations, and practicing collaborative admission, review, and dismissal (ARD) committee processes that lead to a free appropriate public education (FAPE) for students with disabilities.</p> <p><a href="#"><u>School, Family, and Community Engagement Network (SPEDTex)</u></a> : The School, Family, and Community Engagement Network provides resources and professional development to build the capacity of educators to work collaboratively with families and community members in supporting positive outcomes for students with disabilities. As part of the School, Family, and Community Engagement Network, SPEDTex (the Texas Special Education Information Center) optimizes information and responds with technical assistance in a succinct and useful format that is user friendly, culturally responsive, and accessible to all individuals. All parent resources connected to the Special Education Strategic Plan will either be housed or linked on the SPEDTex website.</p> <p><a href="#"><u>Tiered Interventions using Evidence-Based Research (TIER)</u></a>: The Tiered Interventions using Evidence-based Research (TIER) network is developing comprehensive and coherent trainings and resources for evidence-based intervention practices across the state. The network strives to increase LEA and ESC capacity to develop and implement an effective, integrated, comprehensive framework for intervention that is grounded in differentiated instruction and aligns the systems that are fundamental for all students' academic, behavioral, and social achievement.</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, Bryan 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:

Required Actions	Submission Due Date	Completion Due Date	Support Level	Communication Schedule
SSP	12/18/2019		Targeted	60 days
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](#)