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

CDN: 045901

Non-Compliance Identified	Corrective Actions To Be Completed

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Buffalo 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 21, 2021, the TEA conducted a policy review of Buffalo ISD. On February 25, 2021, the TEA conducted a comprehensive desk review of Buffalo ISD. The total number of files reviewed for

the Buffalo ISD comprehensive desk review was 20 files. The review found overall that 10 files out of 20 files were compliant. An overview of the policy review and student file review for Buffalo 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:

Compliance Area	Policy Review (# compliant of # reviewed)	Student File Review (# compliant of # reviewed)
Child Find/Evaluation/FAPE	19 of 19	18 of 20
IEP Development	5 of 5	12 of 20
IEP Content	3 of 3	20 of 20
IEP Implementation	21 of 21	20 of 20
Properly Constituted ARD	8 of 8	20 of 20
State Assessment	4 of 4	20 of 20
Transition	6 of 6	18 of 20

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 Buffalo ISD artifacts using a program evaluation protocol which is aligned to Senate Bill 2075 of the 86th. Legislature, Texas Education Code (TEC) 38.003 (c-1), and 19 Texas Administrative Code (TAC) Chapter 74.28. The 2020-2021 school year results for Buffalo ISD are in the table below.

Areas of Implementation	Compliance Status
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 the 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

On April 1, 2021, the TEA Review and Support team received 27 surveys.

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

Seventy-five percent of participants felt they receive sufficient communication from their school. The best way the school/district provides information about trainings, online trainings, support groups, and other available resources concerning special education services is via notices sent home, followed by emails, phone calls, and the school website.

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

All 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 Inclusion in Texas network and the Texas Sensor Support Network (TxSSN).

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

Fifty-three percent of participants felt there were frequent opportunities to collaborate with related service providers. However, almost forty percent indicated that frequency was only somewhat adequate.

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

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

All participants agree with the importance of including students' interests/life goals in the transition process, with almost 70% strongly agreeing.

The majority of participants indicated they chose the In-Person learning model. Most participants also reported that remote learning for students receiving special education was somewhat effective or ineffective.

Seventy-five percent of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan effectively improved 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.
- Teachers made regular contact with students and parents to meet academic and emotional needs.
- Teachers modified work and provided individualized support.

Participants indicated that during COVID school closure/remote learning, they needed professional development to provide virtual instruction and the use of virtual platforms.

Participants indicated that during COVID school closure/remote learning strategies, the district's top two supports that did not work well for students with disabilities were the shared devices for families and the online submission of assignments.

More than 75% of participants indicated that they agreed or strongly agreed that school staff worked with parents/guardians 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 Buffalo ISD:

- During the review activities, staff were very engaged and immediately addressed internal processes that needing refinement.
- The development and implementation of COVID-19 contingency plans were present in most of the folders reviewed.
- Commitment to family engagement was evident by timely ARD notices and invitations.

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 Buffalo ISD:

- Some goals were broad and should be narrowed for better focus. Specificity allows for individualization and better drives the instruction.
- Consider the inclusion of assessment (STAAR and local) data related to TEKs in the Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements to inform the annual goals and appropriate services and supports required for students to meet those goals.
- Staff reported challenges with parental engagement, and the desk review revealed a low parental participation rate in ARD meetings. Consider scheduling procedures that allow more opportunities for parents to attend and participate in ARD meetings.

TECHNICAL ASSISTANCE

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

Topic	Resource
IEP Development	[Technical Assistance: IEP Development.](#) TEA Technical Assistance: IEP Development - The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.
Transition	[The Garrett Center - Administrator Resources:](#) The Garrett Center 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 specific to fulfilling administrator responsibilities.
Evaluation	[Special Education Initial Referral Timeline](#) provides an overview of the timeline and legal requirements for a referral for an initial special education evaluation.
Technical Assistance Network Request	[School, Family, and Community Engagement Network (SPEDTex)](#): 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 concise and practical 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. [The Student-Centered Transitions Network](#): The Student-Centered Transitions Network 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.

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, Buffalo 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 Buffalo 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, and 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	[Dyslexia Monitoring](#)
TEA Special Education	[Dyslexia and Related Disorders](#)
Dyslexia: TEA Professional Learning Course	[TEALearn Dyslexia Modules](#)

Corrective Action

The TEA reviews data collected from the dyslexia program evaluation to ensure compliance with federal and state regulatory requirements. In accordance with Senate Bill 2075 of the 86th Legislature, TEC 38.003 (c-1), and 19 TAC 74.28 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 the 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	90 days
CAP	6/14/2020	4/30/2022		30 days
DPP	NA			

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
SE1	34 CFR §300.301(c)(1)(ii)	TAC 89.1011(c); TEC §29.004	Yes	Individual—Yes Convene ARD committee meetings for the student whose records indicate noncompliance. Consider whether the students' free, appropriate public education (FAPE) has been impacted and whether compensatory services are required. Systemic—Not Applicable	No

IEP Development

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
ID3	34 CFR § 300.320(a)(2)(i)		Yes	Individual—Yes Convene ARD committee meetings for a student whose records indicate noncompliance in this area to ensure all annual goals are measurable. Consider whether the students' free, appropriate public education (FAPE) has been impacted and whether compensatory services are required. Systemic—Yes Review and revise policies and 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. Demonstrate systematic, ongoing compliance in this area.	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 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) has been impacted and determine if compensatory services are needed Systemic—Not Applicable	No