



Cycle 2 Group 1

Dates: October – December 2020

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

CDN: 178903

Non-Compliance Identified

Corrective Actions To Be Completed

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Calallen 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 Calallen Independent School District. On December 18, 2020, the TEA conducted a comprehensive desk review of Calallen Independent School District. The total number of files reviewed for the Calallen Independent School District comprehensive desk review was 24 files. The review found overall that 16 files out of 24 files were compliant. An overview of the policy review and student file review for Calallen 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:

Compliance Area	Policy Review (# compliant of # reviewed)	Student File Review (# compliant of # reviewed)
Child Find/Evaluation/FAPE	18 of 18	24 of 24
IEP Development	5 of 5	21 of 24
IEP Content	3 of 3	21 of 24
IEP Implementation	21 of 21	24 of 24
Properly Constituted ARD	8 of 8	24 of 24
State Assessment	4 of 4	23 of 24
Transition	6 of 6	6 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.

Year	Results-Driven Accountability (RDA) Performance 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/Administrative/Family Interviews

On December 18, 2020, the TEA Review and Support team received 70 surveys during the comprehensive desk review.

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

Sixty two 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 email followed by notices sent home, phone calls, school website, social media, and school marquee.

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

Most 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 Multiple Exceptionalities and Multiple Needs and the Texas Sensory Support Network (TxSSN).

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

Sixty-five percent of participants felt there were frequent opportunities to collaborate with related service providers and thirty-five 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:

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

Ninety-seven participants agree with the importance of including student interests/life goals in the transition process with 67% 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 interact with teachers consistently. It was reported that remote learning for students receiving special education was mostly somewhat effective.

Sixty-four percent 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 of support for students with moderate to severe disabilities include:

- 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 current COVID-19 school closure/remote learning they needed professional development in all areas and comments also indicated that one participant noted it was needed yet not provided.

Participants indicated that during COVID-19 school closure/remote learning strategies the top two supports used by the district that did not work well for students with disabilities were the shared device per family and online submission of assignments.

The majority of participants indicated they agreed that they worked with parent/guardian in addressing severe behavior and work refusal during COVID-19 school closure/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 Calallen Independent School District:

- IEPs indicate all required ARD committee members attend ARDs when appropriate to ensure properly constituted ARDs.
- Survey results indicated that a variety of data sources are considered in the recommendation of a student for special education evaluation or a student currently receiving special education services for additional evaluation.

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 Calallen Independent School District:

- Provide opportunities for staff professional development related to the development of PLAAFPs, as well as Individualized Education Plan (IEP) goals and objectives as appropriate, that support individualized student needs and facilitate the achievement of appropriate

- grade-level TEKS.
- Consider internal monitoring processes for IEP development to ensure compliance and alignment to further improve student outcomes.

Technical Assistance

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

Topic	Resource
IEP Development	<p>Technical Assistance: Individualized Education Program Development: The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.</p> <p>p.19: Frequency, Duration, Location of Services</p> <p>p.10: PLAAFP</p> <p>p.12: Goals</p> <p>p.27: Accelerated Instruction Plan/Intensive Program of Instruction</p>
Transition	<p>Texas Transition Network: The Student-Centered Transitions Network builds collaborative infrastructures among students, families, schools, LEAs, and communities.</p>
Multiple Exceptionalities and Multiple Needs (MEMN)	<p>Multiple Exceptionalities and Multiple Needs (MEMN): A student with multiple exceptionalities and multiple needs is a student served by special education and identified in one or more of the following special populations: gifted and talented (GT), English learner (EL), or highly mobile family situation, including military, migrant, foster, or homeless. The multifaceted needs of these students require planned and purposeful coordination. Through the creation of partnerships and a foundation in evidenced-based practices, this network builds capacity for educator support through training and resources specific to identification and programming for students with multiple exceptionalities and multiple needs.</p>
Texas Sensory Support Network (TSSN)	<p>Texas Sensory Support Network (TSSN): The Texas Sensory Support Network (TxSSN) ensures the provision of support to infants, toddlers, children, and youth with sensory impairments, their families, and the professionals who serve them. This network provides information and strategies for development of communication, mobility, tactile skills, and environmental adaptations.</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, Calallen 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
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(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 Intervention, Stage, and Activity Manager (ISAM).

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	NA		NA	NA
CAP	3/22/2021	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	<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 policies and operating procedures addressing this issue.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	Yes

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	<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 policies and operating procedures addressing this issue.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	Yes
ID4	34 CFR § 300.320(a)(3)		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>	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 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.	No

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 if the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.	No