

Action Not Required

December 7, 2021

Mr. Jim Dunlap, Superintendent
Carthage ISD 183902
#1 Bulldog Dr
Carthage, TX 75633-2370
jdunlap@carthageisd.org

Subject: Cycle 2 Review Status Clarification and Update

Dear Mr. Jim Dunlap,

The purpose of this letter is to clarify your district of its status related to the special education Cycle 2 review and any findings identified as a result of data collected and reviewed during monitoring activities in accordance with the Individuals with Disabilities Education Act (IDEA).

Status of Compliance

After an internal document review, TEA has determined that **Carthage ISD** received a 2020-2021 Cyclical Monitoring Report that may have contained confusing information regarding compliance standing and requirements for further action. The attached updated report corrects language on page 1, and if applicable in the Appendix.

Specifically, although individual instance(s) not meeting regulatory and/or statutory requirements during the review of LEA provided data were found, the LEA timely corrected those instance(s) prior to any letter of finding from the State being issued. Therefore, no further actions resulting from the LEA's cyclical review are required.

Should you have any questions regarding the cyclical review process and/or questions related to the updated report information, please contact the Office of Special Populations and Monitoring at (512) 463-9414.

Sincerely,

Jennifer Alexander
Interim Deputy Commissioner
Office of Special Populations and Monitoring
Texas Education Agency

cc: LEA Special Education Director
Executive Director, Region 7 Education Service Center
Special Education Contact, Region 7 Education Service Center

Enclosure



Cycle 2 Group 2

Dates: January 2021 – March 2021

TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Carthage ISD

CDN: 183902

Status: Complete – See attached letter and updated Appendix

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Carthage 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 January 22, 2021, the TEA conducted a policy review of Carthage ISD. On February 25, 2021, the TEA conducted a comprehensive desk review of Carthage ISD. The total number of files reviewed for the Carthage ISD comprehensive desk review was 23. The review found overall that 21 files out of 23 files were compliant. An overview of the policy review and student file review for Carthage 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 | 23 of 23 |
| IEP Development | 5 of 5 | 23 of 23 |
| IEP Content | 3 of 3 | 23 of 23 |
| IEP Implementation | 21 of 21 | 23 of 23 |
| Properly Constituted ARD | 8 of 8 | 22 of 23 |
| State Assessment | 4 of 4 | 23 of 23 |
| Transition | 6 of 6 | 11 of 13 |

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 Carthage 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 Carthage 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 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 68 surveys.

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

100% 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 emails, notices sent home, phone calls, and visiting 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 of the 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, Small and Rural Schools Network, and the Texas Complex Access Network (Texas CAN).

The majority of participants felt the training to help meet students' needs with disabilities was particularly effective for Differentiated Instruction and Using Accommodations and Modifications.

Approximately 70% percent of participants agreed or somewhat agreed that there were frequent opportunities to collaborate with related service providers. However, 20 percent of respondents indicated that the frequency did not apply to them.

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
- Knowledge of available services and programs
- Inclusion support

67% of participants agree with the importance of including students' interests/life goals in the transition process, with 25% strongly agreeing.

All of the respondents indicated they chose the in-person learning model. Most participants also reported that remote learning for students receiving special education was effective or somewhat effective.

78% 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 they needed professional development during COVID school closure/remote learning to provide virtual instruction and use the virtual platforms.

Participants indicated that during COVID school closure/remote learning strategies, the district's top two supports that didn't work well for students with disabilities were the online submission of assignments and the LMS platforms such as Schoology, Canvas, or Google Classroom.

More than 60% of participants indicated that they agree 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 Carthage ISD:

- Intensive programs of instruction are provided to students who did not meet expectations on state assessments.
- Annual goals are measurable, and accommodations and/or modifications are identified for students in the area of disability.
- Evaluations are conducted within the 45-day timeline from the time of consent and include proposed evaluations to families and caregivers.

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 Carthage ISD:

- Properly constituted ARDs should include a CTE representative, as applicable.
- Postsecondary goals related to transition should address education and training and employment and independent living, if applicable.

TECHNICAL ASSISTANCE

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

| Topic | Resource |
|--------------------------------|--|
| Properly Constituted ARD – CTE | <p>ARD 101 Webinar Training: This virtual workshop provided by TEA's Child Find, Evaluation, and ARD Supports Network reviews the requirements of an ARD committee meeting, including membership and participation. Participants will understand the different types of ARD committee meetings and the processes for a mutual agreement. Learn best practices of a compliant ARD committee meeting and process.</p> <p>American Institute for Research (AIR): College and Career Readiness. Readiness for postsecondary education is critical for students' future success and ability to access career opportunities. High school graduation rates have increased, yet evidence suggests that students are not ready for postsecondary education and training required to obtain a job with a living wage. Solutions to this challenge require support for secondary schools to build and implement evidence-based interventions and support and engage cross-sector stakeholders (e.g., education, workforce, industry) to create policy environments that support college and career readiness opportunities for all students.</p> <p>TOOLKIT: Integrating Employability Skills: A Framework for All Educators</p> |
| Postsecondary Transition Goals | <p>National Technical Assistance Center on Transition (NTACT). A resource supported by the Office of Special Education Programs (OSEP) and Rehabilitation Services Administration (RSA). Resources related to transition planning, graduation, post-school success, and data analysis and use are linked in this resource. Effective practices for transition are delineated into evidence-based, research-based, promising practices, and unestablished practices.</p> <p>Transition and Employment Guide (T&E Guide): T&E Guide per TEC §29.0112 provides information on statewide services and programs that assist in the transition to life outside of the public school system. This guide includes transition services; employment and supported employment services; social security programs; community and long-term services and support; postsecondary educational programs and services; information sharing with health and human services agencies and providers; guardianship, alternatives to guardianship, including a supported decision-making agreement under Chapter 1357, Estates Code; self-advocacy, person-directed planning, and self-determination; and contact information for all relevant state agencies.</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, Carthage 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 Carthage 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 as well as 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 |

If you have questions about the contents of this dyslexia review summary, please contact Faith Hightower in the Texas Education Agency Department of Review and Support: Dyslexia Monitoring, by phone at 512-463-4140 or by email at faith.hightower@tea.texas.gov .

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 | N/A | | Universal | N/A |
| CAP | N/A | N/A | | N/A |
| DPP | 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](#)

APPENDIX

Properly Constituted ARD

Student File Review

Updated clarification 12/2021

LEA corrected the individual student folders prior to any issuance of findings by the State. No additional corrective actions are required.

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|------|---------------|-----------------------|---|---|--------------------------|
| PCA9 | | TAC §89.1050(c)(1)(I) | Student folder did not meet requirements upon initial review. | None - Individual correction completed prior to issuance of findings. | No CAP required |

Transition

Student File Review

Updated clarification 12/2021

LEA corrected the individual student folders prior to any issuance of findings by the State. No additional corrective actions are required.

| 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(I)(1) | Student folder did not meet requirements upon initial review. | None - Individual correction completed prior to issuance of findings. | No CAP required |