Texas Education Agency
2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Cedar Hill ISD
CDN: 057904

LEA Compliant ☐	Non-Compliance Identified ☒	Corrective Actions: Complete

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Cedar Hill 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 Cedar Hill ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Cedar Hill ISD. The total number of files reviewed for the Cedar Hill ISD comprehensive desk review was 24 The review found overall that 8 files out of 24 files were compliant. An overview of the policy review and student file review for Cedar Hill 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	18 of 18	24 of 24
IEP Development	5 of 5	22 of 24
IEP Content	3 of 3	23 of 24
IEP Implementation	21 of 21	8 of 24
Properly Constituted ARD	8 of 8	22 of 24
State Assessment	4 of 4	24 of 24
Transition	6 of 6	10 of 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.

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 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.

Cedar Hill 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

On December 18, 2020, the TEA Review and Support team received 37 surveys during the comprehensive desk review and 17 interviews. The Review and Support surveys focused on the following review areas:

All 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 email followed by publications on the school website, posts on social media, and notices sent home.

The most selected areas of special education the participants would like to know about were the Child Find and Evaluation Network, Inclusion in Texas Network, and the Multiple Exceptionalities and Multiple Needs Network.

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

Approximately thirty percent of participants felt there were frequent opportunities to collaborate with related service providers and almost twenty-five percent felt there was not frequent opportunities to collaborate with service providers.

Seventy-five percent of participants agree with the importance of including students interests/life goals in the transition process with 35% of participants strongly agreeing.

Respondents participating in remote learning indicated that the students did not interact with teachers consistently. Forty percent reported that remote learning for students receiving special education was somewhat effective.

Almost 70 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 supports for students with moderate to severe disabilities

were provided were:

- Teachers provided supports needed for students to be successful
- School staff 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 additional professional development is needed.

Participants indicated that during COVID school closure/remote learning, shared devices and an LMS platform (such as Schoology, Canvas or Google Classroom) were used support continuity of student learning, however, these strategies were noted as unsuccessful for students with disabilities.

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

Cedar Hill ISD offers a range of services that include ECE 3, ECE 4, Behavior class, Resource, Inclusion, Inclusion, Pull out, and Self-Contained, Montessori, and Speech only programs. Elementary Programs are centralized and share staff for the behavior class. Parents can choose to attend different campus to access the program or receive services at home campus. Two elementary campuses have Life Skills and students are transferred to those campuses. Students are included in all classes with special education support when needed.

Communication and Collaboration

SMORES, an electronic newsletter, is used to communicate initiatives and expectations with special education staff and campus administrators. Prior to COVID, special education administrators worked on campuses to share information and held weekly calls to key stakeholders.

Professional Learning Communities (PLC) are attended by special education and general education teachers to plan, discuss accommodations, implementation, and pacing. Some staff reported that special education teachers meet with every grade level during common PLC's and similar planning times. However, there were some discrepancies in the frequency of the PLC meetings and how teachers share lesson plans.

Overall, participants report that the district has an open-door policy for communication.

Extracurriculars
Parents feel that their students can and are welcomed to participate in extracurricular activities. Administrators are working to establish a climate that welcomes all students to participate in variety of clubs or activities.

Effectiveness of Special Education programs
Cedar Hill has operational procedures in place to ensure that ARD meetings are held on time and compliance expectations are met. Other evidence gathered in the review of interviews demonstrate

that Cedar Hill is working to the quality of IEPs by emphasizing the use of common language and more direct collaborations between special education and general education staff.

Other strategies to improve the effectiveness of the special education program includes checklists that are used to collect data through formal and informal assessments, independent work, class discussions, color-coded system with highlights. The data is then entered into SuccessEd. District-based assessments, progress reports every 6 weeks, Daily/Weekly/Monthly data sheets. Exit tickets used as formative checks of TEKS progress. Benchmarks are also used to guide intervention decisions for students currently in the RTI process.

Collaborations between the Special Education Director and Director of Teaching and Learning are also looking at the appropriateness of screeners, assessments, and determining true benchmarks. The Superintendent and Special Education Director meet and discuss data regularly as part of the effectiveness improvements.

ARD
Preparations for ARD meetings start a few weeks prior to the annual ARD. Observational data, grades, and new work samples collected. The Present Levels of Academic Achievement and Functional Performance (PLAAFP) are then created, and the goals are written. Transition plans are person-centered and reviewed every year with students and parents. A vocational rubric is used, and postsecondary goals help decide if students should participate in 18+ programs.

Some teachers reported being asked to participate in ARD meetings for students they do not know, or asked questions outside of their area of expertise. Other comments indicated questions as to whether all school administrators are following up on the implementation of IEPs.

Training
The most effective training has been provided by Region 10. Training for compliance has included writing IEPs, discipline, accommodations, and FERPA laws. Campus administration determines campus trainings, based on needs observed. Restorative practice is represented on all campuses and recent training focused on alternatives to ISS/OSS and a DAEP tracker was created. Reports are now being pulled on ISS/OSS to identify trends.

Training Needs
Content-based training has been requested for the inclusion staff to support students with disabilities. Staff are also interested in more training on disabilities and how to adjust or approach instruction based on student needs. Similarly, differentiation was also noted by staff. Remote learning had to take priority at the beginning of the year, so much of the special education, EL, and 504 training are being delivered throughout the year through faculty meetings and PLCs.

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 Cedar Hill ISD:

- Annual goals are measurable, and objectives are present for students who take the STAAR Alternate.
- Postsecondary goals are present and include information from assessments for students 16 years old and older.
- Accommodations and/or modifications are being provided by teachers as evidenced by artifacts and work samples submitted as part of the on-site review.

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 Cedar Hill ISD:

- Length of Instructional Day/Commensurate School Day should be included in all IEP documents.
- PLAAFP statements should include how the student's disability affects progress in the general curriculum.
- An LPAC representative should attend all ARDs for students who are English Learners.

Technical Assistance

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

Topic	Resource
Present Levels of Academic Achievement and Functional Performance (PLAAFPs)	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.
Properly Constituted ARD (LPAC Representation)	Guidance Related to ARD Committee and LPAC Collaboration. Supporting English Learners in Texas: Compliance and Accountability: This includes following the standardized, statewide process for identifying, serving, and reclassifying/exiting English learners and for monitoring their English language acquisition and academic progress. In addition, Texas school districts must also ensure equitable access of English learners to other program services, including special education services and services for gifted and talented students.

Child Find, Evaluation and ARD Network	**Child Find, Evaluation and ARD Support Network**: 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.
The Inclusion Network in Texas	**The Inclusion in Texas network**: The Inclusion in Texas Network is working to promote a statewide culture of high expectations for students with disabilities and significantly improve academic and functional outcomes for students served by special education. The network assists LEAs build capacity to develop and appropriately implement instructional programs that provide meaningful access to inclusive environments and grade-level standards, where appropriate.
Multiple Exceptionalities and Multiple Needs Network	**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.

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, Cedar Hill 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	N/A		Universal	Not applicable
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 Implementation

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
IE2	34 CFR §300.504		☒ Yes ☐ No	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—Yes Review and revise policies and procedures, including operating guidelines	☒ Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				and practices addressing this issue.	
				Provide training on these procedures to the appropriate staff.	
				Develop processes that allow for self-monitoring in this area of noncompliance.	
				Demonstrate systemic, ongoing compliance in this area.	
IE9		TAC §§89.63(b), 1075(e)	☒ Yes ☐ No	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	☒ Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				been impacted and determine if compensatory services are needed

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 in this area of noncompliance.

Demonstrate systemic, ongoing compliance in this area. | |

Properly Constituted ARD

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
PCA10		TAC §89.105(c)(1)(J)	☒ Yes ☐ No	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	☐ Yes ☒ No
PCA11	34 §CFR 300.321(e)(2)		☒ Yes ☐ No	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	☐ Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				education (FAPE) has been impacted and determine if compensatory services are needed Systemic—Not Applicable	

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 ☐ No	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	☐ Yes ☒ No

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				Systemic—Not Applicable	

Transition

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
TR7		TAC §89.1055(j)(9)	☒ Yes ☐ No	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	☐ Yes ☒ No

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
TR8	34 CFR §300.321(b)(3)	TAC §89.1050(c)(1)(h)	☒ Yes ☐ No	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	☐ Yes ☒ No