



Cycle 2 Group 2

Dates: January-March 2021

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

CDN: 168901

Non-Compliance Identified

Corrective Actions To Be Completed

## INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Colorado 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 Colorado Independent School District. On December 18, 2020, the TEA conducted a comprehensive desk review of Colorado Independent

School District. The total number of files reviewed for the Colorado Independent School District comprehensive desk review was 21. The review found overall that 14 files out of 21 files were compliant. An overview of the policy review and student file review for Colorado 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:

| <b>Compliance Area</b>     | <b>Policy Review<br/>(# compliant of # reviewed)</b> | <b>Student File Review<br/>(# compliant of # reviewed)</b> |
|----------------------------|--|--|
| Child Find/Evaluation/FAPE | 19 of 19   | 21 of 21   |
| IEP Development            | 5 of 5   | 20 of 21   |
| IEP Content                | 3 of 3   | 21 of 21   |
| IEP Implementation         | 21 of 21   | 21 of 21   |
| Properly Constituted ARD   | 8 of 8   | 21 of 21   |
| State Assessment           | 4 of 4   | 21 of 21   |
| Transition                 | 6 of 6   | 0 of 6   |

## 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 Colorado Independent School District artifacts using a program evaluation protocol which is aligned to Senate Bill 2075 of the 86<sup>th</sup> 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 Colorado Independent School District are in the table below.

| <b>Areas of Implementation</b>        | <b>Compliance Status</b> |
|---------------------------------------|--------------------------|
| 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

Minimum size requirements not met. Results not published within this report due to the limitation of the sample size.

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 Colorado Independent School District:

- Every IEP meeting was attended by all required committee members.
- Initial Evaluations were completed within time period of receipt of signed consent.
- All areas of the Policy Review were found compliant with state and federal requirements.

### 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 must be addressed by Colorado Independent School District:

- Develop a process to ensure students transition plans include measurable postsecondary goals based upon age-appropriate transition assessments.
- Provide professional development for measurable postsecondary goals based upon age-appropriate transition assessments.
- Review process to ensure the Intensive Program of Instruction for each assessment where the

student did not meet standard is reflected within the IEP document.

## TECHNICAL ASSISTANCE

As a result of monitoring, the TEA has identified the following technical assistance resources to support Colorado 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; PLAFFP                            | <a href="#">Intensive Interventions</a> . The National Center on Intensive Intervention – The linked page is intended to help state and local leaders, including school, district, and state administrators and staff responsible for leading multi-tiered systems of support (MTSS) and special education initiatives, find tools and resources to support data-based individualization (DBI) implementation.  |
| Transition; Post-Secondary Goals                   | <a href="http://www.transitionta.org">www.transitionta.org</a> . 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. |
| State Assessment: Intensive Program of Instruction | <a href="#">Student Success Initiative Educator Guide</a> . The Texas Education Agency – STAAR resources For LEAs.  |

## 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, Colorado Independent School District 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 Colorado Independent School District.

### 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                     | <a href="#">Dyslexia Monitoring</a>            |
| TEA Special Education                      | <a href="#">Dyslexia and Related Disorders</a> |
| Dyslexia: TEA Professional Learning Course | <a href="#">TEALearn Dyslexia Modules</a>      |

## 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 86<sup>th</sup> 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                 |                     | N/A           | N/A                    |
| CAP              | 6/24/2021           | 4/29/2022           |               | 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

### 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—Not Applicable</p> | No                       |



## Transition

### Student File Review

| 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(l) (1) | Yes                  | Individual—Yes   | Yes                      |
| TR 11 |                    |                    |                      | 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.  |                          |
| TR 12 |                    |                    |                      | Systemic—Yes<br><br>Review and revise policies and procedures, including operating guidelines and practices addressing this issue.<br><br>Provide training on these procedures to the appropriate staff.<br><br>Develop processes that allow for self-monitoring this area of noncompliance. |                          |