



Cycle 2 Group 1

Dates: October – December 2020

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

CDN: 045902

LEA Compliant

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Columbus 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 Columbus Independent School District. On December 18, 2020, the TEA conducted a comprehensive desk review of Columbus Independent School District. The total number of files reviewed for the Columbus Independent School District comprehensive desk review was 22 files. The review found overall that 22 files out of 22 files were compliant. An overview of the policy review and student file review for Columbus 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	19 of 19	22 of 22
IEP Development	5 of 5	22 of 22
IEP Content	3 of 3	22 of 22
IEP Implementation	21 of 21	22 of 22
Properly Constituted ARD	8 of 8	22 of 22
State Assessment	4 of 4	22 of 22
Transition	6 of 6	8 of 8

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	SD Year 1

*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 December 18, 2020, the TEA Review and Support team received 18 Surveys.

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

One participant out of eighteen felt they did not receive sufficient communication from their school to stay connected. The best way the school/district provides information (trainings, online trainings, support groups and other available resources) concerning special education services is through notices sent home, followed by emails, phone calls, school website, and texts with parents.

Participants were evenly split on where they would be most comfortable attending special education information sessions to include school campus, education service center, district event center, community center, and public library.

One participant out of eighteen somewhat disagreed that they have a clear understanding of special education services.

Participants were evenly divided between areas of special education they wanted to learn about, to include Child find evaluation and ARD support network, Inclusion in Texas network, Texas Statewide Leadership for Autism Training, and Texas Sensory Support Network (TxSSN).

All participants felt training to help meet the needs of students with disabilities was somewhat effective, effective, or extremely effective.

Seventy-five percent of participants agreed or somewhat agreed that there were frequent opportunities to collaborate with related service providers.

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

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

All participants agree or strongly agree with the importance of including students' interests/life goals in the transition process.

One participant out of eighteen indicated they chose In-Person learning model. Fifty percent of participants reported that remote learning for students receiving special education was somewhat effective, while twenty-five percent indicated it was ineffective and the remaining twenty-five percent indicated it was extremely ineffective.

Almost sixty-seven percent of participants felt that during COVID school closure/remote learning, the

Emergency Contingency Plan was not effective in student progress, while over thirty-three percent felt that it was effective.

During COVID school closure/remote learning, 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 school closure/remote learning they needed professional development in most areas, with how to use virtual platforms being the highest response.

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

The majority of participants indicated that they agreed or somewhat agreed that school staff 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 Columbus Independent School District:

- Present Levels of Academic Achievement and Functional Performance (PLAAFPs) are descriptive and provide detailed information along with supportive data.
- All monitored special education policies and practices follow federal and state requirements and are linked to the Legal Framework.

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 Columbus Independent School District:

- Consider processes to develop more detailed intensive programs of instruction (IPIs) for students who do not meet expectations on STAAR.
- Consider additional training on the topic of remote learning and how to effectively use virtual platforms.

TECHNICAL ASSISTANCE

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

Topic	Resource
Intensive Program of Instruction (IPI)	<p>The National Center for on Intensive Intervention – The linked document and additional resources are designed to help state and local program leaders find time for intensive supports through scheduling strategies.</p> <p>Scheduling for Intensive Services</p> <p>Technical Assistance - IEP Development p.25: The Texas Education Agency – Specific guidance for the district and state assessment decisions.</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, Columbus Independent School District 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.

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	NA	NA		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.](#)