



Cycle 1 Group 3

Dates: October 2020 – December 2020

## Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Dallas ISD

CDN: 057-905

LEA Compliant

Non-Compliance Identified

Corrective Actions: Completed

### INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Dallas 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 Dallas ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Dallas ISD. The total number of files reviewed for the Dallas ISD comprehensive desk review was 24 files. The review found overall that 12 files out of 24 files were compliant. An overview of the policy review and student file review for Dallas 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:

<b>Compliance Area</b>	<b>Policy Review (# compliant of # reviewed)</b>	<b>Student File Review (# compliant of # reviewed)</b>
Child Find/Evaluation/FAPE	18 of 18	24 of 24
IEP Development	5 of 5	24 of 24
IEP Content	3 of 3	23 of 24
IEP Implementation	21 of 21	21 of 24
Properly Constituted ARD	8 of 8	23 of 24
State Assessment	4 of 4	22 of 24
Transition	6 of 6	9 of 10

## 2020-2021 RESIDENTIAL FACILITY INFORMATION

Dallas ISD 057905 reported seven Residential Facilities (RFs) in the 2019-2020 RF submission. The chart below identifies the RFs which were included in the cyclical review.

<b>RF Name</b>	<b>RF Number</b>	<b>Grade Level(s)</b>
Our Children’s House	260154	PK-12
Phoenix House	260158	PK-12
Promise House	250155	PK-12
Texas Scottish Rite Hospital	260156	PK-12
Children’s Health	260151	PK-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 2—Needs Assistance	NONCOMPLIANCE: SPP 11	SD Year 3

\*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.

Dallas 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

**Survey participants** were as follows: On January 4, 2020, the TEA Review and Support team received 52 surveys and 24 interviews during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

All 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 notices sent home, phone calls and the school website.

Parent/family member participants felt they would be most comfortable attending special education information sessions at the school campus, the Education Service Center, district event center, or community center.

All participants indicated they have a clear understanding of special education services.

Participants would like to know more about were the School, Family, and Community Engagement Network, Student-Centered Transition Network, and the Multiple Exceptionalities and Multiple Needs Network.

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

Forty-eight percent of participants felt there were frequent opportunities to collaborate with related service providers.

All participants agree with the importance of including student interests/life goals in the transition process with 48 percent of participants strongly agreeing.

Participants reported that remote learning for students receiving special education was “somewhat effective.”

Almost 80 percent of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in supporting student progress.

During COVID closures, students with moderate to severe disabilities were supported through the following methods:

- Teachers provided supports needed for students to be successful.
- School staff made regular contact with students and parents to meet academic and emotional needs.
- Modified work and provided individualized support.

Participants indicated that during COVID school closure/remote learning, further professional development is needed.

Participants indicated that shared devices for one family and online submission of assignments did not work well for students with disabilities during COVID school closure/remote learning.

Most participants agreed that teachers worked with parent/guardian in addressing severe behavior and work refusal.

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

- Communication and collaboration
- Implementation of Special Education Services
- Monitoring effectiveness

Dallas ISD offers a range of services for students age 3 to 21. Services include a continuum of special education services, supervision of section 504 plans, transition planning, as well as programming supports for behavior, social-emotional learning, and gifted programs. A review of the interviews specifically highlighted inclusion support, modified curriculum support in a resource setting, and support services for students in residential facilities.

### **Communication/Collaboration**

During the assessment process the evaluation staff obtain consent and provide families procedural safeguards. The staff also collects background information from the family, gathers teacher input, and utilizes rating scales to ensure multiple sources of data incorporated in the evaluation.

Special Education staff offer a variety of opportunities for general education and special education staff to collaborate through regularly occurring Professional Learning Community (PLC) meetings. It was also evident that the districts consistently utilize a common tracking system, Review 360, to collect progress data and that is used to make instructional decisions.

Dallas ISD also provides families information in a variety of formats that include social media outreach, automated call systems and other messaging applications, emails, in-person meetings, and monthly special education meeting that are currently occurring via remote access.

Parents are invited to participate in all Admission, Review, and Dismissal (ARD) meetings, and they are feeling supported for remote learning.

### **Extracurriculars**

Students with disabilities have opportunity to participate in extracurricular activities. Administrators described working with students and parents to identify interests. Case managers partner with coaches and sponsors to connect those students to programs.

### **Implementation/monitor effectiveness of Special Education programs**

A child study team typically meets with teachers and administrators to talk about student specific concerns. Data and interventions are reviewed by the team as well as work samples and any other relevant data. If the team agrees that a disability is suspected, then consent for an evaluation is requested. The student will have an initial ARD if eligibility is determined.

### **ARD**

Teachers and staff talked about benchmark testing and progress monitoring as sources of data to prepare for ARD meetings. Administrative staff learn about their role in the ARD meetings through specific SPED training. Mandatory PD and PLCs are inclusive of special education and general education teachers to review student needs and implement IEP goals.

### **Monitoring effectiveness**

General education and special education teachers participate in training sessions throughout the year. Professional Development is provided for staff focused on accommodations and modifications in the general education setting. Other initiatives include modules in writing with accommodations/modifications. Training for administrators is specific to the ARD process strategies to build consensus in ARD meetings. Additional trainings offered by Dallas ISD focus on SEL and resources for virtual instruction as part of the COVID impact.

## Training Needs:

The interviews indicated that there is a perception that special education students must pass courses. Flexibility in education programming based on a particular campus was also noted.

## Effectiveness:

Teachers and staff feel like Dallas ISD provides opportunities to participate in professional development. There has also been a positive response to implementation of Review 360 for progress monitoring based on the interviews.

**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 Dallas ISD:

- Baseline data was consistently present; data was used for progress monitoring.
- Interviews with teachers and staff demonstrated consistent use of a progress monitoring application to make on-going instructional decisions and document IEP implementation.
- Teachers and staff were very complimentary of access to training provided by Dallas ISD and the availability to attend sessions at ESC Region 10.
- Residential Facility staff members, as well as parents of children living in residential facilities within Dallas ISD's jurisdiction, report having good communication with the district. Parents report that the educational concerns are addressed in a timely manner.

## 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 Dallas ISD:

- The instructional day should include the total instructional minutes for the length of day. Most of the files noted that the student day was commensurate, and Dallas ISD was able to demonstrate evidence based on the instructional calendar for the district. However, this practice could cause confusion for students that may transfer out of Dallas ISD.
- When submitting residential facility tracker submissions, Dallas ISD will need to ensure accurate submission of data by ensuring student specific information is captured accurately in the submission. Dallas ISD was able to provide student specific information for the 2019-2020 RF tracker submission to address discrepancies within the report.
- Review and revise processes to identify students who may reside in residential facilities that enroll at campuses.

## Technical Assistance

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

Topic	Resource
IEP Content: Frequency and duration of services	<a href="#">Technical Assistance: IEP Development</a> . The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.
The School, Family, and Community Engagement Network	<a href="#">School, Family, and Community Engagement Network (SPEDTex)</a> : The School, Family, and Community Engagement Network provides resources and professional development to build the capacity of educators to work collaboratively with families and community members in supporting positive outcomes for students with disabilities. As part of the School, Family, and Community Engagement Network, SPEDTex (the Texas Special Education Information Center) optimizes information and responds with technical assistance in a succinct and useful format that is user friendly, culturally responsive, and accessible to all individuals. All parent resources connected to the Special Education Strategic Plan will either be housed or linked on the SPEDTex website.
The Student-Centered Transition Network	<a href="#">The Student-Centered Transitions Network</a> : The Student-Centered Transitions Network builds collaborative infrastructures among students, families, schools, LEAs, and communities. The SCTN aims for all students with disabilities to be actively involved in planning, communicating, and evaluating progress in meeting their transition goals from early childhood through high school graduation and postsecondary readiness.
The Multiple Exceptionalities and Multiple Needs Network	<a href="#">Multiple Exceptionalities and Multiple Needs (MEMN)</a> : 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, Dallas 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	Completion Due	Support Level	Communication
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	Date	Date		Schedule
SSP	12/18/2020		Targeted	90 days
CAP	3/22/2021	1/28/2022		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
IE9		TAC §§89.63(b), 1075(e)	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				<p data-bbox="1045 264 1314 375">guidelines and practices addressing this issue.</p> <p data-bbox="1045 418 1310 565">Provide training on these procedures to the appropriate staff.</p> <p data-bbox="1045 609 1289 797">Develop processes that allow for self-monitoring in this area of noncompliance.</p> <p data-bbox="1045 841 1283 987">Demonstrate systemic, ongoing compliance in this area.</p>	

## 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)		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

## 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	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> 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	<input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No

## On-Site Monitoring

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
	34CFR §300.156(a)	TEC §21.003	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No	<p>Individual—Yes</p> <p>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</p> <p>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating guidelines and practices addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring</p>	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				<p>in this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	
		TEC 29.0151(d); TEC 29.001(10)	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No	<p>Individual—Yes</p> <p>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</p> <p>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating guidelines and practices</p>	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No



Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				<p>addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring in this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	