



Cycle 1 Group 1

Dates: October 2019 – December 2019

Texas Education Agency 2019–2020 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Diboll ISD

CDN: 003905

LEA Compliant

Non-Compliance Identified

Corrective Actions Completed N/A

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Diboll 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), and Significant Disproportionality (SD), recommend targeted technical assistance and support for LEAs related to special education, and highlight promising practices of LEAs that demonstrate success.

CYCLICAL MONITORING

The TEA conducts cyclical reviews of all local education agencies (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.

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

2019–2020 CYCLICAL REVIEW COMPLIANCE SUMMARY

On August 30, 2019, the TEA conducted a policy review of Diboll ISD. On December 20, 2019, the TEA conducted a comprehensive desk review of Diboll ISD. The total number of files reviewed for the Diboll ISD comprehensive desk review was 34 student files. The review found overall that 34 files out of 34 files were compliant. An overview of the policy review and student file review for Diboll ISD are organized in the chart below by indicating the number of compliant findings within the reviewed file submissions related to the compliance area.

Compliance Area	Policy Review (# compliant of # reviewed)	Student File Review (# compliant of # reviewed)
Child Find/Evaluation/FAPE	11 of 11	34 of 34
IEP Development	6 of 6	34 of 34
IEP Content	3 of 3	34 of 34
IEP Implementation	8 of 8	34 of 34
Properly Constituted ARD	7 of 7	34 of 34
State Assessment	5 of 5	34 of 34
Transition	4 of 4	11 of 11

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) Performance Level	SPP Indicators 11, 12, 13 Compliance*	Significant Disproportionality
2019	PL 1—Meets Requirements	COMPLIANT	SD Year 1

*Indicator 11: Child Find
Indicator 12: Early Childhood Transition
Indicator 13: Secondary Transition

2019–2020 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEWS/SURVEY

Staff and Family Surveys

On December 7, 2019, the TEA Review and Support team received 127 surveys during the comprehensive desk review. Respondents to the staff and family survey included parents/guardians, general education teachers, special education teachers, evaluation staff, and administration staff (district and campus). The Review and Support surveys focused on the following review areas:

Diboll ISD uses a variety of methods to communicate with parents, families, organizations and other stakeholders. The most frequent communication methods noted were notices sent home, phone calls, emails, and notices on the school web site. Survey respondents indicated notices sent home, phone calls, and emails as the top three preferred methods of accessing information provided by the LEA concerning special education services.

Survey respondents provided input on areas they feel their school does best. The largest number of survey responses indicated “policies and procedures” as the area their schools does best. Providing individualized support, meeting timelines, and parent involvement were also highlighted in the survey responses.

When asked whether special education staff are included in curriculum training and planning with content and grade level teachers, 80 percent of survey responses indicated special education staff are regularly involved, examples of involvement included curriculum mapping and staff professional development.

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 Diboll ISD:

During the file review, it was noted that for students with disabilities receiving special education services and who were not successful on one or more areas of the state assessment, the student’s Admission Review and Dismissal (ARD) Committee developed and implemented an Intensive Program of Instruction (IPI) for that student.

File review indicated post-secondary transition is consistently addressed for students age 14

and older. Transition assessments are used to determine student’s post-secondary goals and align transition services to support students in working toward the identified post-secondary goals.

File review indicated that student’s Present Levels of Academic Achievement and Functional Performance (PLAAFP) described a variety of data sources and outlined the student’s performance across the academic curriculum.

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 Diboll ISD:

Individualized Education Program (IEP) goals, as reflected in some student records reviewed, while measurable, could more clearly define the expected student performance relative to the goal area.

Technical Assistance

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

Topic	Resource
Developing Annual IEP goals and objectives	Individualized Education Program (IEP) Annual Goal Development Question and Answer Document. Revised 2017. Texas Project First: Writing Goals and Objectives

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, Diboll 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 Intervention, Stage, and Activity Manager (ISAM).

The LEA must submit the CAP in ISAM within 30 school days from the date of this report and 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 SSP and/or CAP Below:

Required Actions	Submission Due Date	Completion Due Date	Support Level	Communication Schedule
SSP	N/A		Universal	Not applicable

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](#)