



Cycle 1 Group 3

Dates: October 2020-December 2020

## Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Dilley Independent School District  
CDN: 082-902

LEA Compliant

Non-Compliance Identified

Corrective Actions: Complete

### INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Dilley 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 Dilley Independent School District. On December 18, 2020, the TEA conducted a comprehensive desk review of Dilley Independent School District. The total number of files reviewed for the Dilley Independent School District comprehensive desk review was 22. The review found overall that 0 files out of 22 files were compliant. An overview of the policy review and student file review for Dilley 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	18 of 18	3 of 22
IEP Development	5 of 5	18 of 22
IEP Content	3 of 3	22 of 22
IEP Implementation	21 of 21	22 of 22
Properly Constituted ARD	8 of 8	21 of 22
State Assessment	4 of 4	17 of 22
Transition	6 of 6	5 of 7

## 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 13	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.

Dilley Independent School District 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 and Family Surveys

On December 18, 2020, the TEA Review and Support team received 39 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

Three participants answered the question concerning sufficient communication from their school. Two responded “yes” and one “no.” 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.

Most parent/family member participants felt they would be most comfortable attending special education information sessions at the school campus.

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

The most selected areas of special education the participants would like to know about were the Inclusion in Texas Network, the Texas Sensory Support Network (TxSSN) and the School, Family and Community Engagement Network.

The majority of participants felt training to help meet the needs of students with disabilities was “effective” or “somewhat effective,” but many indicated the training was “ineffective.”

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

There were no obstacles reported concerning student’s special education programming and services.

Ninety percent of participants agree with the importance of including students interests/life goals in the transition process.

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

During COVID closures, the top four methods used to students with moderate to severe disabilities 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
- Modified work
- Provided individualized support

Participants indicated that during COVID school closure/remote learning, more professional development is needed. Comments also indicated that professional development was needed, yet not provided.

Most participants indicated they chose an in-person learning model. Those participating in remote learning indicated that the students did not interact with teachers consistently. They reported that remote learning for students receiving special education was “somewhat effective” or “ineffective.”

Participants indicated that during COVID school closure/remote learning the LMS platform (such as Schoology, Canvas or Google Classroom), virtual instruction, and online submission of assignments were strategies used to ensure continuity of learning, but were not effective for students with disabilities.

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

Forty-five percent of respondents indicated that remote learning for students receiving special education services was effective, but 55 percent indicated it was ineffective.

**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 Dilley Independent School District:

- All postsecondary transition goals were appropriate based on the IEP and compliant.
- All Admission, Review and Dismissal meetings had appropriate members attending the meeting in the student files reviewed.
- All folders reviewed indicated parents were invited to the ARD meetings within appropriate timelines.

## 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 Dilley Independent School District:

- Review and provide training on Prior Written Notice requirements.
- Review and provide training on timelines for Full and Individual Evaluations.
- Review and provide training on Intensive Program of Instruction.

## Technical Assistance

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

Topic	Resource
Evaluation: Prior Written Notice	<a href="#">Child Find, Evaluation and ARD Support Network</a> : 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.
Evaluation: Timelines	<a href="#">Technical Assistance Guidance for Child Find and Evaluations</a> : Texas Education Agency guidance to assist local educational agencies (LEAs) in meeting their obligations under state and federal laws and regulations regarding the responsibility to identify, locate, and evaluate all children suspected of having a disability and who are in need of special education and related services, commonly referred to as the Child Find obligation.
State Assessment: Intensive Program of Instruction	<a href="#">Accelerated Instruction and Intensive Programs of Instruction</a> is an existing document created by TEA's Special Education Division that provides guidance and related links regarding IPI requirements.  <a href="#">Student Success Initiative</a> (SSI) This website contains materials developed by TEA's Student Assessment Division to help schools implement the SSI grade advancement requirements.  <b>The National Center for on Intensive Intervention</b> <a href="https://intensiveintervention.org">https://intensiveintervention.org</a>

Inclusion in Texas Network	<a href="#">The Inclusion in Texas network</a> : 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.
Texas Sensory Support Network (TxSSN)	<a href="#">Texas Sensory Support Network</a> : The Texas Sensory Support Network (TxSSN) ensures the provision of support to infants, toddlers, children, and youth with sensory impairments, their families, and the professionals who serve them. This network provides information and strategies for development of communication, mobility, tactile skills, and environmental adaptations. Additionally, TxSSN addresses diagnosis, evaluation, and educational programs for services to students in their home communities in support of the comprehensive statewide education plan for this student population.
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.

## 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, Dilley 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 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	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

### Child Find/Evaluation

#### STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SE1	34 CFR §300.301(c)(1)(ii)	TAC 89.1011(c); TEC §29.004	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No	Individual—Not Applicable  Systemic—Yes  Review and revise policies and procedures, including operating procedures and practices, addressing this practice.  Provide training on these procedures to the appropriate staff.  Convene ARD committee meetings for those students whose records indicate noncompliance is this area to consider whether the student’s free, appropriate public education (FAPE) had	<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>been impacted and determine if compensatory services are needed.</p> <p>Develop practices that allow for self-monitoring this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	
SE2	34 CFR §300.305(a)		<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No	<p>Individual—Not Applicable</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>	<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>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>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Systemic correction of the noncompliance has taken place.</p>	
SE3	34 CFR §300.304(a)	TAC §89.1011; TEC §29.004(a)	<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 is this area to consider whether the student’s</p>	<input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				<p>free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.</p> <p>Systemic—Not Applicable</p>	
SE3a	34 CFR §300.503		<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No	<p>Individual—Not Applicable</p> <p>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating procedures and practices, addressing this practice.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Convene ARD committee meetings for those students whose records</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>indicate noncompliance is this area to consider whether the student's free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.</p> <p>Develop practices that allow for self-monitoring this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	

## IEP Implementation

### STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
IE8	34 CFR §300.116(b)		<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 if the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.  Systemic—Not Applicable	<input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No

## Properly Constituted ARD

### STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
PCA20		TEC §29.005(b-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 if the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.  Systemic—Not Applicable	<input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No

## 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 if the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.  Systemic—Not Applicable	<input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No
ID5	34 CFR § 300.320(a)(3)		<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 if	<input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No



Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				<p>the student's free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.</p> <p>Systemic—Not Applicable</p>	

## 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	<p>Individual—Not Applicable</p> <p>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating procedures and practices, addressing this practice.</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>Provide training on these procedures to the appropriate staff.</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) had been impacted and determine if compensatory services are needed.</p> <p>Develop practices that allow for self-monitoring this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	

## Transition

**STUDENT FILE REVIEW**

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
TR1	34 CFR §300.320(b)	TAC 89.1055(j); TEC §29.0111	<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 if the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.          Systemic—Not Applicable	<input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No
TR4	34 CFR §300.43		<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 if the student’s free, appropriate public education (FAPE) had	<input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				<p>been impacted and determine if compensatory services are needed.</p> <p>Systemic—Not Applicable</p>	