



Cycle 1 Group 3

Dates: October 2020-December 2020

Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: East Texas Charter Schools
CDN: 092801

LEA Compliant

Non-Compliance Identified

Corrective Actions Completed:
Completed

INTRODUCTION

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

2020-2021 CHARTER CAMPUS INFORMATION

East Texas Charter School has one active campus and is approved to serve students in 7-12 grade. The campus is located in Gregg County. The student file review included 7 files from 9-11th grade. The chart below identifies the campuses which were included in the cyclical review.

Campus Name	Campus Number	County	Grade Level(s)
Dan Chadwick Campus	092801001	Gregg County	9-12

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 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 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.

East Texas Charter School 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** 16 surveys 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 emails.

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 School, Family, and Community Engagement network and Student-Centered Transitions Network.

The majority of participants felt training to help meet the needs of students with disabilities was extremely effective or effective.

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

All participants agree with the importance of including student's interests/life goals in the transition process with sixty-two percent of participants strongly agreeing.

All participants indicated they chose an In-Person learning model. Participants reported that remote learning for students receiving special education ranged from effective to ineffective.

COVID

Almost eighty-four percent of participants felt that during COVID school closures/remote learning, the Emergency Contingency Plan was effective in student progress.

During COVID closures the top three ways that teachers provided support to students with moderate to severe disabilities were:

- Teachers made regular contact with students and parents to meet academic and emotional need.
- Teachers modified work and provided individualized support.
- Teachers provided supports needed for students to be successful.

Participants indicated that current COVID school closures/remote learning they needed professional development in all areas.

Participants indicated that during COVID school closures/remote learning the top two supports used by the district that did not work well for students with disabilities were Virtual instruction with teachers and Online submission of assignments.

All participants indicated that they agreed or strongly agreed that they worked with parents/guardians in addressing severe behavior and work refusal.

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 East Texas Charter School:

- All monitored special education policies and practices follow federal and state requirements and are linked to the Legal Framework.
- IEP documentation provides evidence of parent attendance and participation at ARD meeting.
- IEP documentation provides evidence the student was invited to attend the ARD committee meeting to consider postsecondary goals and transition needs.
- PLAAFP documentation describes the effect of the student's disability on involvement in the general education 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 East Texas Charter School:

- Review guidance and provide professional development on the documentation of the need for transportation services.

Technical Assistance

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

Topic	Resource
Transportation Services	School Transportation Guidance Texas Education Agency: General Information regarding funding, allotment, transportation status, and templates can be found here.
Transportation Services	Specifying Related Services in the IEP Center for Parent Information and Resources: The IEP must contain a statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child.
School, Family and Community Engagement	School, Family and Community Engagement 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.
Student-Centered Transition	Texas Transition 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.

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, East Texas Charter School 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	N/A		N/A	N/A
CAP	N/A	N/A		N/A

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](#)

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—Corrected Systemic—Not Applicable	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not Applicable