

Action Not Required

October 28, 2021

Ms. Misty Gandy, Superintendent
Eden CISD, CDN 048901
PO Box 988
Eden, TX 76837-0988
misty.gandy@edencisd.net

Subject: Cycle 1 Review Status Clarification and Update

Dear Ms. Gandy,

The purpose of this letter is to clarify your district of its status related to the special education Cycle 1 review and any findings identified as a result of data collected and reviewed during monitoring activities in accordance with the Individuals with Disabilities Education Act (IDEA).

Status of Compliance

After an internal document review, TEA has determined that **Eden CISD** received a **2020-2021 Cyclical Monitoring Report** that may have contained confusing information regarding compliance standing and requirements for further action. The attached updated report corrects language on page 1, and if applicable in the Appendix.

Specifically, although individual instance(s) not meeting regulatory and/or statutory requirements during the review of LEA provided data were found, the LEA timely corrected those instance(s) prior to any letter of finding from the State being issued. Therefore, no further actions resulting from the LEA's cyclical review are required.

Should you have any questions regarding the cyclical review process and/or questions related to the updated report information, please contact the Office of Special Populations and Monitoring at (512) 463-9414.

Sincerely,

Jennifer Alexander
Interim Deputy Commissioner
Office of Special Populations and Monitoring
Texas Education Agency

cc: LEA Special Education Director
Executive Director, Region 15 Education Service Center
Special Education Contact, Region 15 Education Service Center

Enclosure



Cycle 1 Group 3

Dates: October - December 2020

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

CDN: 048901

Status: Complete – See attached letter and updated Appendix

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Eden Consolidated 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 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 August 30, 2019, the TEA conducted a policy review of Eden Consolidated Independent School District. On December 18, 2020, the TEA conducted a comprehensive desk review of Eden Consolidated Independent School District. The total number of files reviewed for the Eden Consolidated Independent School District comprehensive desk review was 17 files. The review found overall that 14 files out of 17 files were compliant. An overview of the policy review and student file review for Eden Consolidated 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	17 of 17
IEP Development	21 of 21	16 of 17
IEP Content	3 of 3	16 of 17
IEP Implementation	21 of 21	17 of 17
Properly Constituted ARD	8 of 8	17 of 17
State Assessment	4 of 4	16 of 17
Transition	6 of 6	6 of 6

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
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) 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 19 surveys during the comprehension desk review.

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

The parent/guardian participant felt they received sufficient communication from their school. The best way the school/district provides information (trainings, online trainings, support groups and other available resources) concerning special education services is via email followed by phone calls, notices sent home, the school website, and social media.

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

One out of nineteen 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 Child Find, Evaluation and ARD Support Network and School Family and Community Engagement Network.

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

Seventy-three percent of participants felt there were frequent opportunities to collaborate with related service providers and almost forty percent felt there was not frequent opportunities to collaborate with service providers

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

- Scheduled ARD meetings.
- Timely updates on student progress.

Participants agree with the importance of including students interests/life goals in the transition process with 42% of participants strongly agreeing.

Majority of participants felt that during COVID-19 school closure/remote learning, the Emergency Contingency Plan was effective in student progress.

During COVID-19 closures/remote learning, the top three methods of for students with moderate to severe disabilities include:

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

Participants indicated that during COVID school closure/remote learning strategies the top two supports used by the district that did not work well for students with disabilities were online submission of assignments and virtual instruction with child's teacher.

Majority of participants indicated that they agreed or strongly agreed that school staff worked with parent/guardian/caregiver 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 Eden Consolidated Independent School District:

- IEP documentation provides evidence that students were invited and attended the ARD committee meeting to consider postsecondary goals and transition needs.
- All monitored special education policies follow federal and state requirements and operating procedures are linked to the Legal Framework.
- All participants of the survey indicated they understand the role of each member in the Admission, Review, and Dismissal (ARD) Committee.

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 Eden Consolidated Independent School District:

- Consider reviewing and/or revising operating procedures, providing training, and creating a self-monitoring process on the topic of Present Levels of Academic Achievement and Functional Performance and IEP goal development.
- For students with disabilities who are unsuccessful in one or more areas of the state

assessment, ensure the student’s Admission, Review, and Dismissal (ARD) committee develops an Intensive Program of Instruction for each area where the student was unsuccessful on the state assessment.

- Consider professional development on the IEP documentation of positive behavioral interventions and strategies.

Technical Assistance

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

Topic	Resource
IEP Goal Development	Technical Assistance: IEP Development p.12 : The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.
State Assessment	Accelerated Instruction and Intensive Programs of Instruction
Behavior Intervention	Positive Behavior Interventions and Supports
Child Find, Evaluation and ARD Support Network	Child Find, Evaluation and ARD Support Network : 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.
The School, Family, and Community Engagement Network (SPEDTex)	The School, Family, and Community Engagement Network (SPEDTex) : 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, Eden Consolidated Independent School District will receive formal notification of noncompliance in addition to this report.***

The TEA Department 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](#)

APPENDIX

IEP Development

STUDENT FILE REVIEW

Updated clarification 10/2021

1 Student folder was found in violation of 34 CFR §300.324 upon initial review. LEA corrected the individual student folder prior to any issuance of findings by the State. No additional corrective actions are required.

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
ID3	34 CFR § 300.320(a)(2)(i)		1 student folder did not meet requirements upon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required

State Assessment

STUDENT FILE REVIEW

Updated clarification 10/2021

1 Student folder was found in violation of 34 CFR §300.324 upon initial review. LEA corrected the individual student folder prior to any issuance of findings by the State. No additional corrective actions are required.

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SA4		TEC §28.0213	1 student folder did not meet requirements upon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required