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

CDN: 015905

Non-Compliance Identified	Corrective Actions To Be Completed

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Edgewood 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 April 22, 2021, the TEA conducted a policy review of Edgewood Independent School District. On

May 28, 2021, the TEA conducted a comprehensive desk review of Edgewood Independent School District. The total number of files reviewed for the Edgewood Independent School District comprehensive desk review was 24. The review found overall that 1 file out of 24 files were compliant. An overview of the policy review and student file review for Edgewood 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	19 of 19	24 of 24
IEP Development	5 of 5	22 of 24
IEP Content	3 of 3	24 of 24
IEP Implementation	21 of 21	1 of 24
Properly Constituted ARD	8 of 8	24 of 24
State Assessment	4 of 4	24 of 24
Transition	6 of 6	4 of 6

2020–2021 DYSLEXIA COMPLIANCE SUMMARY

The dyslexia monitoring process focuses on three-core elements: early identification and intervention, program of instruction, and parent notification. The TEA Department of Review and Support: Dyslexia Monitoring reviewed Edgewood Independent School District artifacts using a program evaluation protocol which is aligned to Senate Bill 2075 of the 86th Legislature, Texas Education Code (TEC) 38.003 (c-1), and 19 Texas Administrative Code (TAC) Chapter 74.28. The **2020-2021** school year results for Edgewood Independent School District are in the table below.

Areas of Implementation	Compliance Status
Dyslexia Procedures	Met Compliance
Parent Communication	Met Compliance
Screening	Met Compliance
Reading Instruments	Met Compliance
Evaluation and Identification	Met Compliance
Instruction	Met Compliance
Dysgraphia	Met Compliance
Professional Development and Training	Met Compliance
Progress Monitoring	Met Compliance

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	COMPLIANT	N/A

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

2020-2021 COVID-19 IMPACT NARRATIVE

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 INTERVIEW/SURVEY

Staff/Family/Administrative surveys and interviews

On June 30, 2021, the TEA Review and Support team received 23 surveys and conducted 18 interviews.

The Review and Support surveys focused on the following areas:

The majority of participants felt training in using accommodations and modifications and differentiated instruction was effective or somewhat effective to help meet the needs of students with disabilities.

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

All participants agree with the importance of including students' interests/life goals in the transition process with 90% of participants strongly agreeing.

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

COVID

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

During COVID closures the top three methods teachers used to provide support to students with moderate to severe disabilities were:

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

Participants indicated that during current COVID school closure/remote learning they needed professional development in how to teach virtually including how to use virtual platforms, and the social and emotional learning impact on students.

Participants indicated that during COVID school closure/remote learning strategies the top two supports used by the district that didn't work well for students with disabilities were a shared device per family and drive through packet pick up and drop off.

The majority of participants indicated they agreed or strongly agreed that they worked with parent/guardian in addressing severe behavior and work refusal.

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

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

Edgewood ISD offers a continuum of services such as RTI, inclusion, resource, life skills, and more. Services are based on the needs of the student and the student's evaluation.

Online teaching

Microsoft Teams was the platform used most, and each student had an iPad or a laptop. General education teachers set up classrooms and the special education teachers established breakout rooms for small group or 1:1 support. Direct teach was used as well as computer programs such as Seesaw. Seesaw and Nearpod are interactive and allow for immediate feedback.

Teachers provided support to families by coaching them about technical issues and with content. They also provided support in setting up routines and teaching the benefits of consistency. Teachers encouraged families to set up quiet work areas and a schedule for completing schoolwork. Teachers made it clear they were available for support whether it was electronically, by phone, or in person.

If parents communicate concern about at-home behavior, they are able to message the teacher for support. Parents were given a copy of their student's behavior intervention plan (BIP) so they could see what was implemented at school. Parents are encouraged to give frequent breaks and offer incentives.

Communication/Collaboration:

The district learned what support was needed at home and preferred by sending a survey to all families. Hot spots and devices were supplied to students, phone calls and social media posts were made to communicate district information and to help support families.

Parents/families state they are given the opportunity for input in their children's special education program. They receive progress reports and information is sent home. They also know there are staff they can contact if they have questions or concerns about their child's IEP, but they're not always certain who that person is. Parents report they receive information from teachers, but not the district.

General education teachers receive information about the student's services, accommodations, etc. from the IEP. Some special education teachers send the information directly to the teacher and others make sure that Aware is updated so the teachers can access the most current IEP. Some special education teachers put together accommodation bags for students on their case load that the general education teachers can utilize in the classroom. There are not set times for general education teachers to collaborate with special education teachers. General education teachers indicated that they speak with the special education teacher when needed and lessons are shared via OneDrive where the lessons can be collaborated on by suggesting modifications and differentiation. Special education teachers meet regularly with support staff to ensure the students are receiving appropriate support.

Edgewood ISD is inclusive of all students engaging in extracurricular activities. Students with disabilities have the opportunity to participate in school sponsored activities. Sports, robotics, chess, and field trips are some of the options available. Interviews indicated that if a student needs a little more behavior support when on field trips, extra staff will come.

Monitoring the Effectiveness of Special Education Programs:

District administration monitors compliance in coordination with the PEIMS clerk. Templates are used for specialists to audit their campuses. A lot of the monitoring practices were put in place after working through a corrective action plan (CAP) in 2018. Adjustments and additions to the monitoring system have been made since completing the CAP. Data drives the decisions. The department personnel look at the data to answer questions such as where are the strengths/weaknesses? What do we need to monitor? New initiatives are presented at weekly leadership meetings for feedback. Communication is sent to campus administrators weekly and follow up is provided to help support implementation at the campus level.

ARD:

Interviews indicate parents/families have the opportunity to participate in meetings, but they don't feel they are part of the planning process prior to the ARD.

Special education teachers collaborate with general education teachers when preparing for an ARD. Some send a student performance sheet to teachers, others meet face to face, and others send a

completed PLAAFP for feedback. They use the PLAAFP information to create goals. Some special education teachers develop goals in collaboration with the general education teacher.

General education teachers prepare for ARD meetings by reviewing student samples or class work, scores from Dibels, Star Reading, and benchmarks. They fill out an input form given to them by the special education teacher and provide information about what accommodations are working for the student.

Placement decisions are based on data and PLAAFP statements. Stakeholder feedback, student behavior, and work samples are considered, as well as the student's plans and goals for life after graduation.

Monitoring Progress:

Parents/families report their students are making progress. Families are pleased with the support their students are receiving and believe it is the reason their students are making growth. Families indicate they receive regular IEP progress reports.

Special education staff monitors student progress with data collection and work samples. This year has been very unusual, and many students aren't progressing as much as anticipated. Interviewees indicate supports provided by special education in collaboration with general education is making a big difference for the student though.

Training

Parents say information is often communicated in emails, but they do not recall information about trainings available.

Trainings offered to staff in Edgewood ISD were virtual this year and staff were able to earn badges after completing online trainings. Teachers were allowed to choose trainings they wanted to attend. Because of the online format, the information is still available for teachers to access.

Trainings are provided at the district level and on campuses. Each year IEPs and the ARD process are reviewed. Trainings on differentiation, collecting data and how to document it are completed annually also. PLAAFP development is also discussed as well as what tasks teachers are responsible for.

General education teachers indicate Edgewood ISD offers a variety of trainings with most trainings happening before the school year begins.

Special education teachers are included in curriculum training unless their schedule conflicts with the time of the training. Most respondents indicated last year there was more planning with content and grade level teachers, but this year has been different. Effort has been made to meet regularly but there are not set times. The district has provided many effective trainings; this year the focus has been mainly on virtual instruction.

Training for administrators was provided to improve coding of discipline referrals. The district has trainings for CPI and has worked on breaking the myth that CPI gives permission to restrain anyone. The focus is really on de-escalation, and restraint is the last resort. Emphasis has been placed on relationship building and that staff need to know the student before focusing on discipline.

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 interviews and student observations, the Review and Support team identified the following strengths for Edgewood Independent School District:

- All monitored special education policies and practices follow federal and state requirements and are linked to the Legal Framework.
- When determining a student's eligibility for special education and related services, ARD committees consider multiple data sources. Outside evaluations are appropriately considered by the evaluation team. ARD committee members are aware of related service options and refer students for these services when appropriate.
- Continuum of services is available, and the ARD committee considers and addresses least restricted environment for each student based on the student's needs.

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 Edgewood Independent School District:

- Review guidance and provide training on ensuring student length of day is commensurate with general education peers and included in student's IEPs.
- Review guidance and provide training on developing student-specific transition plans with student-specific goals in education/training, employment, and independent living skills.
- Review guidance and provide staff training related to IEP goal development, including writing objectives and benchmarks:
  - Goals should be standards-based, but student-specific; and
  - Goals should be based on student's needs due to disability and accessing general education curriculum.

TECHNICAL ASSISTANCE

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

Topic	Resource
Commensurate Day	Technical Assistance: Individualized Education Program (IEP) Development: A technical assistance guidance document intended to support implementation of services for students with disabilities. This guide focuses on IEP development and includes information on writing PLAAFPs and goals.
Transition Planning	The Student-Centered Transitions Network: This 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.
	Texas Transition Online: This online module provides educators in Texas with an understanding of the transition process components, including transition assessments and compliance issues in federal and state law and rule.
	National Technical Assistance Center on Transition (NTACT): A resource supported by the Office of Special Education Programs (OSEP) and Rehabilitation Services Administration (RSA). Resources related to transition planning, graduation, post-school success, and data analysis and use are linked in this resource. Effective practices for transition are delineated into evidence-based, research-based, promising practices, and unestablished practices.
IEP Goal Development	Technical Assistance: Individualized Education Program (IEP) Development: A technical assistance guidance document intended to support implementation of services for students with disabilities. This guide focuses on IEP development and includes information on writing PLAAFPs and goals.
	Individual Education Program (IEP) Annual Goal Development: A question and answer document that guides the reader through annual goal development.
	The National Center on Intensive Intervention: A guidance document on strategies for setting high-quality IEP goals.

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, Edgewood Independent School District will receive formal notification of noncompliance in addition to this report.***

The TEA Department of Review and Support 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.

2020–2021 DYSLEXIA PROGRAM EVALUATION FINDINGS

As a result of the program evaluation review, the TEA Department of Review and Support: Dyslexia Monitoring has identified the following strengths, considerations, and technical assistance recommendations for Edgewood ISD.

Areas of strength include extensive training and preparation for the general education teachers as well as their dyslexia specialists.

Areas of Consideration

Your current dyslexia program is in alignment with state and federal mandates. The following resources are recommended for reflection of current dyslexia program to strengthen internal systems and procedures.

Topic	Resource
TEA Review and Support	Dyslexia Monitoring
TEA Special Education	Dyslexia and Related Disorders
Dyslexia: TEA Professional Learning Course	TEALearn Dyslexia Modules

If you have questions about the contents of this dyslexia review summary, please contact Edna Morales in the Texas Education Agency Department of Review and Support: Dyslexia Monitoring by phone at 512-463-9260 or by email at Edna.Morales@tea.texas.gov.

Corrective Action

The TEA reviews data collected from the dyslexia program evaluation to ensure compliance with federal and state regulatory requirements. In accordance with Senate Bill 2075 of the 86th Legislature, TEC 38.003 (c-1), and 19 TAC 74.28. regarding noncompliance identified through the dyslexia program evaluation, a finding of noncompliance is identified by the citation (i.e., program or process) that is violated.

Dyslexia Performance Plan (DPP)

If noncompliance is identified, the LEA is required to demonstrate correction of all noncompliance in the Dyslexia Performance Plan (DPP). This tool guides LEAs through a continuous improvement process. It addresses areas of growth that will positively impact students with dyslexia or other related disorders. LEAs should complete the DPP no later than 120-days after receiving notification of noncompliance. This document will be provided by the TEA or can be accessed in the resources section of the Review and Support website..

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		Universal	90 days
CAP	9/14/2021	7/30/2022		30 days
DPP	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](#)

APPENDIX

Child Find/Evaluation

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SE3	34 CFR §300.304(a)	TAC §89.1011; TEC §29.004(a)	Yes	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) has been impacted and determine if compensatory services are needed. Systemic—Not Applicable	No

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)	Yes	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) has been impacted and determine if compensatory services are needed. Systemic—Yes Review and revise policies and procedures, including operating procedures and practices, addressing this issue. Provide training on these procedures to the appropriate staff. Develop processes that allow for self-monitoring this area of noncompliance. Demonstrate systemic, ongoing compliance in this area.	Yes

IEP Development

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
ID3	34 CFR § 300.320(a)(2)(i)		Yes	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) has been impacted and determine if compensatory services are needed. Systemic—Not Applicable	No

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	Yes	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) has been impacted and determine if compensatory services are needed. Systemic—Not Applicable	No
TR10/ TR11	34 CFR 300.320(b)	TAC 89.1055(l)(1)	Yes	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) has been impacted and determine if compensatory services are needed. Systemic—Yes Review and revise policies and procedures, including operating procedures and practices, addressing this issue. Provide training on these procedures to the appropriate staff. Develop processes that allow for self-monitoring this area of noncompliance. Demonstrate systemic, ongoing compliance in this area.	Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
TR13	34 CFR §300.320(b)	TAC §89.1055(l) (2)	Yes	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) has been impacted and determine if compensatory services are needed. Systemic—Not Applicable	No