



Cycle 2 Group 2

Dates: January 2021 – March 2021

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

CDN: 234903

LEA Compliant

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Edgewood Independent School District (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), 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 January 22, 2021, the TEA conducted a policy review of Edgewood Independent School District (ISD). On February 25, 2021, the TEA conducted a comprehensive desk review of Edgewood

Independent School District (ISD). The total number of files reviewed for the Edgewood Independent School District (ISD) comprehensive desk review was 21. The review found overall that 21 files out of 21 files were compliant. An overview of the policy review and student file review for Edgewood Independent School District (ISD) 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 | 6 of 6 |
| IEP Development | 5 of 5 | 21 of 21 |
| IEP Content | 3 of 3 | 21 of 21 |
| IEP Implementation | 21 of 21 | 21 of 21 |
| Properly Constituted ARD | 8 of 8 | 21 of 21 |
| State Assessment | 4 of 4 | 11 of 11 |
| Transition | 6 of 6 | 6 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 (ISD) 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 (ISD) 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 |

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

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 April 1, 2020, the TEA Review and Support team received 27 surveys.

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

100% percent of participants felt they receive sufficient communication from their school. The best way the school/district provides information about (trainings, online training, support groups, and other available resources) concerning special education services is through email, postings to the school website, and sent home notices.

The majority of parent/family member participants felt they would be most comfortable attending special education information sessions at a community center.

Participants indicated they do not have a clear understanding of special education services.

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

23% percent of participants felt there were frequent opportunities to collaborate with related service providers. However, most participants indicated that frequency is inadequate.

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

- Scheduling ARD meetings
- Knowledge of available services and programs

80% of participants agree with the importance of including students' interests/life goals in the transition process, with 50% strongly agreeing.

The majority of participants indicated they chose the remote learning model. Most participants also reported that remote learning for students receiving special education was somewhat effective.

60% of participants felt that during COVID school closure/remote learning, the Emergency

Contingency Plan effectively improved student progress.

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

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

Participants indicated that during COVID school closure/remote learning, they needed professional development to provide virtual instruction and in the use of virtual platforms.

Participants indicated that during COVID school closure/remote learning strategies, the district's top two supports that didn't work well for students with disabilities were shared devices per family and issues related to the LMS platforms such as Schoology, Canvas, or Google Classroom.

More than 50% of participants indicated that they agree or strongly agree that school staff 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 Edgewood Independent School District (ISD):

- Remote-learning contingencies are evident in the Individual Education Plans (IEPs). For example, the goals, accommodations, and schedule of services were explicitly addressed.
- Clear documentation of communication between the district and parents/guardians/caregivers was provided in the submissions.
- Edgewood ISD has individualized transition plans that involve the student and families in preparation of meaningful post-secondary goals.
- The deliberations include Present Levels of Academic Achievement and Functional Performance (PLAAFP) information and critical discussion points of the ARD meeting.

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 (ISD):

- Consider reviewing the guidance to provide staff training related to Prior Written Notice (PWN) development to improve the quality.
- Consider developing more detailed intensive programs of instruction, IPIs, for students who do not meet expectation on STAAR. IPIs focus on skills needed for the student to obtain proficiency in state standards and provide support needed for the student to be successful.
- Consider updates to the local procedures/forms to document foster/surrogate parent legal

requirements.

TECHNICAL ASSISTANCE

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

| Topic | Resource |
|--|---|
| Evaluation | Child Find, Evaluation and ARD Support Network : The Child Find, Evaluation and ARD Supports Network assist 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. |
| Intensive Program of Instruction (IPI) | Student Success Initiative Educator Guide : STAAR resources For LEAs to design IPIs for all students who need additional support to close the gaps. |
| Residential Facilities and Surrogate Parents | Surrogate Policy U.S. Department of Education: OSEP Policy Documents Regarding the Education of Infants, Toddlers, Children, and Youth with Disabilities: Surrogate Parents: Surrogate Parent Decisions Handout . The Center for Parent Information and Resources – Linked is a one-page handout to guide surrogate parent decisions: Surrogate Parents and Unaccompanied Homeless Youth . The Center for Parent Information and Resources: Linked is a guidance document from the Center for Parent Information and Resources focusing on surrogate parent information. special-education-in-residential-facilities . School districts and charter schools are subject to residential facilities monitoring if they serve students with disabilities who reside in residential facilities (RFs) within their geographic boundaries or jurisdiction. |

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 (ISD) 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 Independent School District (ISD).

Areas of Strength

An area of strength for the LEA includes a comprehensive district-wide procedure manual that includes program procedures for evaluating, identifying, instructing as well as screening students with dyslexia.

Areas of Consideration

The LEA's dyslexia program is in alignment with state and federal requirements. The following resources are recommended to support the implementation of the dyslexia program, 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 Faith Hightower in the Texas Education Agency Department of Review and Support: Dyslexia Monitoring, by phone at 512-463-4140 or by email at faith.hightower@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 | NA | | Universal | Not applicable |
| CAP | NA | NA | | Not applicable |
| DPP | 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](#)