> Action Not Required

December 7, 2021

Mr. James Hartman, Superintendent
Ferris ISD 070905
P O Box 459
Ferris, TX   75125-0459
jhartman01@ferrisisd.org

Subject: Cycle 2 Review Status Clarification and Update

Dear Mr. James Hartman,

The purpose of this letter is to clarify your district of its status related to the special education Cycle 2 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 **Ferris ISD** 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 10 Education Service Center
       Special Education Contact, Region 10 Education Service Center

Enclosure

TEXAS EDUCATION AGENCY 2020-2021
CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Ferris ISD

CDN: 070905

Status: Complete – See attached letter and updated Appendix

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Ferris 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 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 Ferris ISD. On February 25, 2021, the TEA conducted a comprehensive desk review of Ferris ISD. The total number of files reviewed for the

Ferris ISD comprehensive desk review was 24 The review found overall that 18 files out of 24 files were compliant. An overview of the policy review and student file review for Ferris 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	23 of 24
IEP Development	5 of 5	24 of 24
IEP Content	3 of 3	23 of 24
IEP Implementation	21 of 21	24 of 24
Properly Constituted ARD	8 of 8	23 of 24
State Assessment	4 of 4	13 of 13
Transition	6 of 6	5 of 8

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 Ferris 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 Ferris 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 2—Needs Assistance	NONCOMPLIANCE: SPP 11	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/Family/Administrative surveys and interviews

By April 1, 2021, the TEA Review and Support team received 108 surveys and completed 19 interviews.

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

50% percent of 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, notices sent home, and information provided on the school website.

The majority of parent/family member participants felt they would be most comfortable attending special education information sessions at an Education Service Center, school campus, or public library.

30% of 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, Texas Statewide Leadership for Autism Training, and Mulitple Exceptionalitiesd and Multiple Needs.

The majority of participants felt the training to help meet students' needs with disabilities was effective. Almost 60% of participants agreed or strongly agreed that professional development related to using accommodations and modifications was particularly effective.

35% of participants felt there were frequent opportunities to collaborate with related service providers. However, most respondents indicated that frequency was insufficient.

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

- Assuring students receive accommodations and/or modifications as outlined in the IEP.
- Timely updates on student progress

93% of participants agree with the importance of including students' interests/life goals in the transition process, with 56% strongly agreeing.

Half of the respondants chose the in-person learning model, and the other half chose a remote learning model. Most participants also reported that remote learning for students receiving special education was somewhat effective.

COVID

Almost 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 they needed professional development during COVID school closure/remote learning to provide virtual instruction and use 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 the online submission of assignments.

More than 60% 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.

Interview participants were as follows: 4 administrators, 5 general education teachers, 6 special education teachers, and 4 family/parent/caregivers.

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

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

Ferris ISD offers a variety of services for students age 3 to 21. Many of the interview participants highlighted inclusion support, resource, life skills classes, and related service providers.

Communication/Collaboration

All staff described various collaborations to meet the needs of students with disabilities. However, the frequency of the teamwork ranged from not very often to descriptions of daily lesson planning. Communication with families is also consistently referenced in the transcripts and planning before ARD meetings. The frequency of progress monitoring reports was also highlighted as an effective process to inform families about student goals. Interviews with staff and families indicate that students with disabilities are welcome to participate in all extracurricular activities.

Implementation

Ferris ISD described procedural supports to support state and federal IEP compliance. However, there was some concern that accommodations and modifications have required ongoing support and amendments to support students in a virtual learning platform. There were also variations in responses to how teachers support inclusion services that include paraprofessional support for some coursework, the utilization of breakout rooms to work with students virtually and implementing office hour support for students.

Monitoring effectiveness

Evidence of progress monitoring for student growth was noted in multiple interviews. Evidence included reference to data tracking, benchmark testing, observations, teacher consultations, and student work samples. Teachers also described their comfort level with differentiated instruction in positive terms.

Training Needs

Probing questions revealed that several staff members feel that training needs to move beyond compliance to best practices for instructing students based on their unique needs. It was implied that there had been a lot of training, but it has not been implemented with fidelity.

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 Ferris ISD:

- Consistent documentation of Extended School Year (ESY) considerations was present in all

student folders.

- Transition planning in Ferris ISD reflects a proactive approach to ensure students will be prepared for their post-secondary life. Through interviews and conversations with Ferris ISD leadership, it was clear this is an area of emphasis and priority to improve student outcomes.
- Contingency plans were present in most of the student folders reviewed.
- Strengths identified across many student folders reflected an appreciation of bilingual students and culturally responsive practices.

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 Ferris ISD:

- Consider revisiting training on timelines associated with milestone events (initial evaluation and transition discussions) to ensure compliance.
- Review scheduling procedures to ensure that all required ARD committee members are present.
- Review internal practices to ensure transition plans include the multi-year courses of study and align to the student's post-secondary interests and goals.
- Consider additional training on developing data-rich Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements that reflect a holistic approach to reporting the student's current performance and include goals to address behavior identified as a need to improve performance.

TECHNICAL ASSISTANCE

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

Topic	Resource
Properly Constituted ARD	[ARD Committee Membership.](#) **The Child Find, Evaluation and ARD Supports Network**: The 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 specific link focus is on ARD Committees.
Evaluation	[Technical Assistance Guidance for Child Find and Evaluations:](#) **The Child Find and Evaluation Technical Assistance Guidance** is intended for use by Texas educators to support the implementation of services for students with or suspected of having disabilities. Link to the guidance
Transition	[https://www.texastransition.org:](#) **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 post-secondary readiness. [Texas Transition Online (3 CPE Hours).](#) **Texas Transition Online** 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.
Behavior	[https://iris.peabody.vanderbilt.edu](#).**IRIS Center:** The IRIS Center has two modules to understand and describe behavior interventions to support students. [Addressing Disruptive and Noncompliant Behaviors (Part 1)](#) [Addressing Disruptive and Noncompliant Behaviors (Part 2)](#)

Technical Assistance Networks Requested	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.
	Texas Statewide Leadership for Autism Training (TSLAT): Texas Statewide Leadership for Autism Training (TSLAT) increases LEAs' knowledge, understanding, and implementation of evidence-based practices that ensure the academic, functional, and behavioral needs of students with autism are met. TSLAT provides access to training, technical assistance, support, and resources for educators who serve students with autism. The TSLAT website includes online courses (some in Spanish), webinars, information about deeper learning opportunities, a video library, and more.
	Multiple Exceptionalities and Multiple Needs (MEMN): A student with multiple exceptionalities and multiple needs is a student served by special education and identified in one or more of the following special populations: gifted and talented (GT), English learner (EL), or highly mobile family situation, including military, migrant, foster, or homeless. The multifaceted needs of these students require planned and purposeful coordination. By creating partnerships and a foundation in evidence-based practices, this network builds capacity for educator support through training and resources specific to identification and programming for students with multiple exceptionalities and multiple needs.

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, Ferris 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 Ferris ISD.

Areas of Strength

Areas of strength for the LEA include their preparation of general education teachers and dyslexia specialists who provide services to students with dyslexia and related disorders. The LEA provided evidence of annual teacher preparation training.

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

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		Targeted	90 days
CAP	NA			
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](#)

APPENDIX

Child Find/Evaluation

Student File Review

Updated clarification 12/2021
LEA corrected the individual student folders 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
SE1	34 CFR §300.301(c)(1)(ii)	TAC 89.1011(c);TEC §29.004	Student folder did not meet requirements upon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required

Properly Constituted ARD

Student File Review

Updated clarification 12/2021
LEA corrected the individual student folders 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
PCA3	34 §CFR 300.321(a)	TAC §89.105(c)(1)(B) .TEC §29.005	Student folder did not meet requirements upon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required

Transition

Student File Review

Updated clarification 12/2021

LEA corrected the individual student folders 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
TR1	34 CFR §300.320(b)	TAC 89.1055(j) TEC §29.0111	Student folder did not meet requirements upon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required

IEP Content: Behavior

Student File Review

Updated clarification 12/2021

LEA corrected the individual student folders 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
IB2	34 CFR §300.324(a)(2)(i)		Student folder did not meet requirements upon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required