



Cycle 1 Group 3

Dates: October 2020 - December 2020

Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Fort Bend Independent School District (ISD)

CDN: 079907

LEA Compliant

Non-Compliance Identified

Corrective Action Plan: Complete

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Fort Bend 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 December 18, 2020, the TEA conducted a policy review of Fort Bend ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Fort Bend ISD. The total number of files reviewed for the Fort Bend ISD comprehensive desk review was 24. The review found overall that 15 files out of 24 files were compliant. An overview of the policy review and student file review for Fort Bend 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	18 of 18	22 of 24
IEP Development	5 of 5	23 of 24
IEP Content	3 of 3	24 of 24
IEP Implementation	21 of 21	23 of 24
Properly Constituted ARD	8 of 8	18 of 24
State Assessment	4 of 4	24 of 24
Transition	6 of 6	8 of 8

2020-2021 RESIDENTIAL FACILITY INFORMATION

Fort Bend ISD (079907) identified 19 Residential Facilities (RFs) based on the RF Tracker Submission for 2019-2020. The chart below identifies the RFs which were included in the cyclical review.

RF Name	RF Number	Grade Level(s)
Legacy Youth	262008	PK-12
Silver Linings Residential	261500	PK-12
NWAOZURU	261240	PK-12
Amazing Grace Healthcare Services	261792	PK-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	SPP Indicators 11, 12, 13	Significant
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	Accountability (RDA) Determination Level	Compliance*	Disproportionality
2020	DL 2—Needs Assistance	NONCOMPLIANCE: SPP 12	SD Year 3

*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.

Fort Bend ISD submitted a COVID-19 Impact Narrative as a supplement to their Cyclical Review:

Yes* No

* If yes, 2020-2021 COVID-19 Impact Narrative is attached following the Appendix of this report.

2020-2021 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEWS/SURVEY

Staff and Family Surveys

On December 18, 2020, the TEA Review and Support team received 2750 surveys during the comprehensive desk review.

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

- 74% of respondents feel they receive sufficient communication from their school such as weekly updates/emails/newsletters to stay connected.
- Majority of respondents reported that the best way their school/district provides information (trainings, online trainings, support groups and other available resources) concerning special education services are through email, notices sent home and the school website.
- Majority of respondents reported feeling comfortable attending special education information sessions or trainings if offered at the school campus.
- Over 50% of respondents reported having a clear understanding of special education services and supports.

- Majority of respondents reported wanting to learn more about Child Find and Evaluation and ARD Support networks and the School, Family, and Community Engagement network.
- Respondents reported the following trainings as most effective:
 - Prescriptive teaching
 - Intensive programs of instruction design and documentation
 - Sheltered instruction.
- Over 40% of respondents agreed or somewhat agreed that there are frequent opportunities to collaborate and plan with related service providers.
- Respondents noted that they have endured the following obstacles during their students' special education programming and services:
 - Timely updates on student progress
 - Assuring students receive accommodations and/or modifications as outlined in the IEP.
 - Knowledge of available services and programming
- Over 80% of respondents reported that they either agree or strongly agree that they understand the importance of including the student's interests/life goals in the transition process.
- 57% of respondents reported that during COVID school closures/remote learning they were aware of an Emergency Contingency Plan effective for students' progress.
- During the COVID school closures/remote learning students with moderate to severe disabilities were supported through:
 - Teachers providing supports needed for students to be successful.
 - Teachers making regular contact with students and parents to meet emotional and academic needs.
 - Teachers modifying work.
- During COVID school closures/remote learning, respondents reported the following professional development needs to specifically address the needs of students with disabilities:
 - How to teach virtually
 - How to use virtual platforms
 - How to engage students and assess levels of engagement
- During COVID school closures/remote learning, respondents reported the following strategies used by the district for remote learning did not work well for students with disabilities:
 - Shared device per family
 - Online submission of assignments
 - Learning Management System (LMS) platform such as Schoology, Canvas, or Google Classroom
- Over 60% of respondents reported that during COVID school closures/remote learning, school staff worked with parents/guardians in addressing severe behavior and work refusal.
- 56% of respondents reported that for the 2020-2021 school year they opted for an in-person learning model.
- 37% of respondents reported that they found remote learning to be somewhat effective.

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 Fort Bend ISD:

- All monitored special education policies and practices follow federal and state requirements and are linked to the Legal Framework.
- The ARD committee addresses state assessment results, provides appropriate data to support state assessment recommendation and testing accommodations.
- Comprehensive Notice of Proposal for Evaluation that includes documentation of provision of Procedural Safeguards.

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 Fort Bend ISD:

- To support continuous improvement includes a consideration for the oversight related to Annual ARDs must be held within one calendar year of the previous ARD.
- Support continuous improvement to include reviewing guidance/procedures and staff training related to Surrogate and Foster parent.
- Consider reviewing guidance and providing staff training related to IEP present levels of academic and functional performance (PLAAPF)

Technical Assistance

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

Topic	Resource
Properly Constituted ARDs	https://childfindtx.tea.texas.gov/ARD_committee.html Provides resources and training on practicing collaborative Admission, Review and Dismissal (ARD) committee processes that lead to FAPE for students with disabilities. The Legal Framework: Admission, Review and Dismissal Committee Membership.
Evaluation	https://childfindtx.tea.texas.gov/ The Child Find, Evaluation and ARD Supports Network assists LEAs by providing resources and training that are aligned with implementing effective Child Find practices and conducting comprehensive

	evaluations.
Transition	<p>https://www.air.org/topic/education/college-and-career-readiness American Institute for Research (AIR): College and Career Readiness: Readiness for postsecondary education is critical for students’ future success and ability to access career opportunities. Provides evidence-base interventions and supports to engage cross-sector stakeholders.</p> <p>www.transitionta.org National Technical Assistance Center on Transition (NTACT): A resource supported by the Office of Special Education Programs (OSEP) and Rehabilitation Services Administration (RS). Resources for transition planning, graduation, post- school success, and effective practices for transition.</p>

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, Fort Bend ISD 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	2/1/2021		Universal	90 days
CAP	3/22/2021	1/28/2022		60 days

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
SE11		TAC §74.28 (f)(3)	<input checked="" type="checkbox"/> Yes	<p>Individual—Yes</p> <p>Convene ARD committee meeting for student whose records indicate noncompliance area to consider if student’s Free appropriate public education (FAPE) has been impacted, and if compensatory services are needed. Provide evidence of correction.</p> <p>Systemic—Yes</p> <ul style="list-style-type: none"> • Review and revise policies and procedures, including operating guidelines 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 	<input checked="" type="checkbox"/> Yes
SE 2		TAC §74.28 (g)(1)		<p>Individual-Yes</p> <p>Convene ARD committee meeting for student</p>	<input checked="" type="checkbox"/> Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
			<input type="checkbox"/> Yes	<p>whose records indicate noncompliance area to consider if student’s Free appropriate public education (FAPE) has been impacted, and if compensatory services are needed. Provide evidence of correction.</p> <p>Systemic -Yes</p> <ul style="list-style-type: none"> • Review and revise policies and procedures, including operating guidelines 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 	

Properly Constituted ARD

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
PCA2	34 CFR §300.322 (a)-(c)	TAC §89.1050 (d)	<input checked="" type="checkbox"/> Yes	<p>Individual—YES</p> <p>Convene ARD committee meeting for student whose records indicate noncompliance area to consider if student’s Free appropriate public education (FAPE) has been impacted, and if</p>	<input type="checkbox"/> Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				<p>compensatory services are needed. Provide evidence of correction.</p> <p>Systemic—No</p>	
PCA 12-15	34 CFR§300.30	TAC §89.1047(a)(1) TEC §29.015(a)	<input checked="" type="checkbox"/> Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for students whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed. Provide evidence of correction</p> <p>Systemic—Yes</p> <ul style="list-style-type: none"> • Review and revise policies and procedures, including operating guidelines 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 	<input checked="" type="checkbox"/> Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
PCA16	34 CFR 300.519(h)		<input checked="" type="checkbox"/> Yes	<p>Individual—Yes Convene ARD committee meetings for students whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed. Provide evidence of correction.</p> <p>Systemic—Yes</p> <ul style="list-style-type: none"> • Review and revise policies and procedures, including operating guidelines and practices addressing this issue. • Provide training on these procedures to the appropriate staff. <p>Develop processes that allow for self- monitoring this area of noncompliance</p>	<input checked="" type="checkbox"/> Yes

IEP Development

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
ID2	34 CFR § 300.320(a)(1)		<input checked="" type="checkbox"/> Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for student whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed. Provide evidence of correction</p> <p>Systemic—Not Applicable</p> <p>No Action Required</p>	<input type="checkbox"/> Yes