



Cycle 2 Group 2

Dates: January-March 2021

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

CDN: 220905

LEA Compliant

INTRODUCTION

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

comprehensive desk review was 24. The review found overall that 24 files out of 24 files were compliant. An overview of the policy review and student file review for Fort Worth 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	24 of 24
IEP Content	3 of 3	24 of 24
IEP Implementation	21 of 21	24 of 24
Properly Constituted ARD	8 of 8	24 of 24
State Assessment	4 of 4	24 of 24
Transition	6 of 6	10 of 10

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 Fort Worth 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 Fort Worth 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

2020-2021 RESIDENTIAL FACILITY INFORMATION

Fort Worth Independent School District 22905 has 20 Residential Facilities (RFs) according to RF Tracker 2020 collection. The chart below identifies the RFs which were included in the cyclical review.

RF Name	RF Number	Grade Level(s)
DETENTION CENTER	260007	PK-12
CAMP WORTH LLC	262038	PK-12
ACH CHILD AND FAMILY SERVICES MAIN CAMPUS	260006	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 Accountability (RDA) Determination Level	SPP Indicators 11, 12, 13 Compliance*	Significant 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

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

On March 31, 2021, the TEA Review and Support team received 205 surveys and 31 interviews.

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

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

Fort Worth ISD offers a variety of services for students ages 3 to 21. Many of the interview participants highlighted the RISE unit as part of the resource services, self-contained support, supported inclusion in general education environments, 504 support, dyslexia services, and pullout push-in supports for related services.

Communication and Collaboration

Most of the interviews highlighted increased support for communication and collaboration through the use of technology. For example, Fort Worth leaders shared improvements made to the district website and specific efforts to ensure all students and families have access to technology this year. Communication and collaboration were also expressed as ongoing through formal PLC meetings and informal conversations occurring weekly between general education and special education staff.

Implementation of Special Education Services

Fort Worth described a whole-child approach to the implementation of special education services. At-a-Glance documents are provided at the beginning of the year to ensure all staff is informed of student needs. Staff also referred to data logs, work samples, benchmarks, and other formative and summative activities as evidence that IEPs are being implemented through in-person and remote instruction. Breakout rooms were highlighted for the implementation of specially designed services for virtual students. Accessibility features in the Edgenuity were also noted as ways to support student learning. However, families are concerned there is a discrepancy in the quality of support between the elective curriculum and core curriculum subjects for students with disabilities.

Monitoring effectiveness and Training Needs

The emphasis on technology also contributes to data suggesting students track their progress more than in years past. Professional development was described as compelling, and staff expressed opportunities to engage in professional development based on their interests. Administrators focused on campus and district-directed professional development that cited how professional development is matched to teachers and supports student needs. However, Fort Worth may consider how teachers implement professional development across the district and utilize adaptive technology and low-tech resources to meet student needs.

Survey

On February 25, 2021, the TEA Review and Support team received 205 surveys during the comprehensive desk review.

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

Approximately forty-two 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 emails, notices sent home, phone calls and the school website.

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

Seventy-six percent 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 School, Family and Community engagement network, Child Find Evaluation and ARD Support Network.

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

The majority of participants felt there were frequent opportunities to collaborate with related service providers.

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
- Knowledge of available services and programs

The majority of participants agree with the importance of including students' interests/life goals in the transition process, with fifty-five percent strongly agreeing.

Forty-seven percent of participants chose the in-person learning model. Fifty-three percent of participants indicated they chose the remote learning model. Most participants reported their child interacted with students and teachers consistently during remote learning. Results from participants varied from effective to extremely ineffective in response to the effectiveness of remote learning for students receiving special education.

COVID

Sixty-seven percent of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was ineffective in student progress while thirty-three percent felt the Emergency Contingency Plan was effective.

During COVID closures, the top three ways 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 how to teach virtually and the use of virtual platforms.

Participants indicated that during COVID school closure/remote learning strategies, the district's top two supports that did not work well for students with disabilities were shared device per family and online submission of assignments.

Approximately seventy percent of participants indicated that they agreed 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 interviews and student observations, the Review and Support team identified the following strengths for Fort Worth Independent School District:

- Campus administrators exhibited a strong knowledge of special education programs and factors when determining placement in the least restrictive environment.
- Special education teachers were passionate about their students' progress. They were able to identify supports needed for students who were engaging in virtual and face-to-face learning.
- The Special Education Department along with their general education partners provide a widerange of professional development opportunities for special education and general education staff.
- Parents were very pleased with the support provided for students with disabilities.
- Desk Review results showed evidence of strong practices for the accurate documentation of Transition Services.

Considerations

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 considerations for Fort Worth Independent School District:

- Consider developing a district wide process for behavioral support plan implementation and response for students with disabilities.
- Ensure parents are aware of current resources, parent training, and support groups available to families of students with disabilities.
- Ensure IEP system documents the length of the instructional day.
- Review district wide procedures and provide professional development opportunities in the areas of State Assessment and Intensive Program of Instruction.

TECHNICAL ASSISTANCE

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

Topic	Resource
Behavior; Positive Behavioral Intervention Strategies	<p data-bbox="527 220 1481 420">Behavior Progress Monitoring Tools National Center on Intensive Interventions. The Behavior Progress Monitoring Tools Chart is a good resource to review the performance level, growth standard, and usability ratings for behavior assessment tools that an LEA may consider using to progress monitor interventions.</p> <p data-bbox="527 451 1481 651">Behavior Support for Intensive Intervention Coursework to support high leveraged practices related to behavior is available through a collaboration between the NCII and the University of Connecticut. Linked is an overview of the 8-module course to develop Behavior Supports for Intensive Instruction.</p>
State Assessment; Intensive Program of Instruction	<p data-bbox="527 651 1481 808">Intensive Intervention Resources. The National Center for on Intensive Intervention – The linked document and additional resources are designed to help state and local program leaders find time for intensive supports through scheduling strategies.</p> <p data-bbox="527 808 1481 850">Scheduling for Intensive Services</p>
School, Family and Community Engagement Network (SPEDTex)	<p data-bbox="527 850 1481 1312">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.</p>
Child Find, Evaluation and ARD Support Network	<p data-bbox="527 1312 1481 1591">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.</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 Worth 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 Fort Worth Independent School District.

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, and 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

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	30 days
CAP	12/18/2020	10/19/2021		30 days
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](#)