



Cycle 1 Group 3

Dates: October – December 2020

Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Freer Independent School District
CDN: 066-903

LEA Compliant

Non-Compliance Identified

Corrective Actions: Complete

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Freer 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 August 30, 2019 , the TEA conducted a policy review of Freer Independent School District. On December 18, 2020, the TEA conducted a comprehensive desk review of Freer Independent School District. The total number of files reviewed for the Freer Independent School District comprehensive desk review was 21 files. The review found overall that 17 files out of 21 files were compliant. An overview of the policy review and student file review for Freer 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	18 of 18	21 of 21
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	17 of 21
Transition	6 of 6	8 of 8

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 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.

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Freer Independent School District 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/Administrative Interviews

On December 18, 2020, the TEA Review and Support team received 32 surveys during the comprehensive desk review

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

Eighty nine percent of participants they receive sufficient communication from their school. The best way the school/district provides information (trainings, online trainings, support groups and other available resources) concerning special education services is notices sent home followed by school website, phone calls, emails, and social media.

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

The most selected areas of special education the participants would like to know about were the School, family, and community engagement network, and the Texas Sensory Support Network (TxSSN).

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

All participants indicated they have a clear understanding of special education services.

Sixty seven percent of participants felt there were frequent opportunities to collaborate with related service providers and almost thirty four percent felt there was not frequent opportunities to collaborate with 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 programming, along with scheduling ARD meetings.

Most participants agree with the importance of including students interests/life goals in the transition process with 38% of participants strongly agreeing

The majority of participants indicated they chose In-Person learning model. Those participating in remote learning indicated that the students did interact with teachers consistently. They reported that remote learning for students receiving special education was somewhat effective or ineffective.

Almost 77% of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in student progress.

During COVID closures/remote learning, the top three methods of support for students with moderate to severe disabilities include:

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

Participants indicated that current COVID school closure/remote learning they needed professional development in all areas.

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 online submission of assignments and shared device per family.

The majority of participants indicated that they agreed or strongly agreed that school staff worked with parent/guardian in addressing severe behavior and work refusal during COVID-19 school closure/remote learning, with the greatest area being how to teach virtually.

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 Freer Independent School District:

- IEP documentation provides evidence that students were invited and attended the ARD committee meeting to consider postsecondary goals and transition needs.
- All monitored special education policies follow federal and state requirements and operating procedures are linked to the Legal Framework.
- Parents were notified of ARD meetings in a timely manner; most attended ARD committee meeting in person or by phone.

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 Freer Independent School District:

- Consider additional procedures and training on the topic of intensive programs of instructions for students receiving special education services who do not meet expectations on state assessments.
- Consider additional procedures and training to ensure Present Levels of Academic Achievement and Functional Performance (PLAAFPs) are descriptive and provide detailed information on student needs, areas of strengths and weaknesses with supportive data.
- Consider additional training on the topic of remote learning and virtual instruction.

Technical Assistance

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

Topic	Resource
a. State Assessment: Intensive Program of Instruction	a. Technical Assistance: IEP Development p.27 : The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency. a. Accelerated Instruction and Intensive Programs of Instruction
b. Present Levels of Academic Achievement and Functional Performance (PLAAFPs)	b. Technical Assistance: IEP Development p.9 : The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.
c. The Texas Sensory Support Network	c. The Texas Sensory Support Network : The Texas Sensory Support Network (TxSSN) ensures the provision of support to infants, toddlers, children, and youth with sensory impairments, their families, and the professionals who serve them. This network provides information and strategies for the development of communication, mobility, tactile skills, and environmental adaptations.

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

The TEA Department 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	NA		NA	NA
CAP	3/22/2021	1/29/2022		30 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

State Assessment

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SA4		TEC §28.0213	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Individual—Yes</p> <p>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) had been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <ul style="list-style-type: none"> • Review and revise policies and operating procedures addressing this issue. • Develop processes that allow for self-monitoring this area of noncompliance. • Provide training on these procedures to the appropriate staff. • Demonstrate systemic, 	<input checked="" type="checkbox"/> Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				ongoing compliance in this area	