Texas Education Agency
2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Frost Independent School District
CDN: 175905

LEA Compliant ☒	Non-Compliance Identified ☐	Corrective Actions Completed: N/A

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Frost 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 August 27, 2019 , the TEA conducted a policy review of Frost Independent School District. On December 18, 2020, the TEA conducted a comprehensive desk review of Frost Independent School District. The total number of files reviewed for the Frost Independent School District comprehensive desk review was 15 files. The review found overall that 15 files out of 15 files were compliant. An overview of the policy review and student file review for Frost 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	15 of 15
IEP Development	5 of 5	15 of 15
IEP Content	3 of 3	15 of 15
IEP Implementation	20 of 20	15 of 15
Properly Constituted ARD	7 of 7	15 of 15
State Assessment	4 of 4	15 of 15
Transition	6 of 6	4 of 4

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) Performance 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.

Frost Independent School District submitted a COVID-19 Impact Narrative as a supplement to their Cyclical Review:

☒Yes   ☐No

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

Staff/Family/Administrative surveys

Minimum size requirements not met. Results not published within this report due to the limitation of the sample size.

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 Frost Independent School District:

- Annual goals and objectives are standards based as evidenced within the IEP. This alignment increases the probability that students are being supported in the general education curriculum and are likely to decrease achievement gaps.
- Student Success Initiatives outline clearly Intensive Programs for Instruction for all applicable students. Students are more likely to benefit from these programs and close gaps in achievement when there is an instructional focus and plan for tracking progress.
- Transition supplements are individualized and comprehensive, resulting in achievement of post-secondary outcomes for students.
- Staff maintained documentation of communications with parents/families/caregivers detailing COVID related school closures and contingency plans which helped to encourage parental involvement in planning process and supported students' learning across environments.

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 Frost Independent School District:

- Based on the lack of stakeholder participation in the survey consider incorporating a system for connecting parents/families/caregivers with the School, Family, and Community Engagement Network. When parents have a clear understanding of roles, support

opportunities, and state and federal guidelines, they are more likely to engage authentically in the ARD process and continuous support of their student. Developing an easily accessible place on the school website for parent resources may be way to address this issue.

Technical Assistance

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

Topic	Resource
Virtual Learning Resource	https://tea.texas.gov/texas-schools/health-safety-discipline/covid/covid-19-support-instructional-continuity-planning The purpose of Instructional Continuity planning is to help districts launch "at-home Schools" that maximize the amount of instructional time for students this school year and support student mastery of grade-level standards.
Community Resource	http://www.spedtex.org/ The School, Family, and Community Engagement Network: The network provides resources and professional development to build educators' capacity to work collaboratively with families and community members in supporting positive outcomes for students with disabilities.

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, Frost 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.

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	N/A		Universal	Not applicable
CAP	N/A	N/A		N/A

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](#)