TEXAS EDUCATION AGENCY
Texas Education Agency ®

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

CDN: 183904	
Non-Compliance Identified	Corrective Actions To Be Completed

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Gary 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 Gary ISD. On February 25, 2021, the TEA conducted a comprehensive desk review of Gary ISD. The total number of files reviewed for the Gary ISD comprehensive desk review was 17. The review found overall that 14 files out of 17 files were compliant. An overview of the policy review and student file review for Gary 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	17 of 17
IEP Development	5 of 5	17 of 17
IEP Content	3 of 3	17 of 17
IEP Implementation	21 of 21	17 of 17
Properly Constituted ARD	8 of 8	15 of 17
State Assessment	4 of 4	17 of 17
Transition	6 of 6	3 of 5

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 Gary ISD artifacts using a program evaluation protocol which is aligned to Senate Bill 2075 and The Dyslexia Handbook. The **2020-2021** school year results for Gary 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 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

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 and Family 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 Gary ISD:

- The length of the instructional day and instructional arrangement are addressed for all students.
- Intensive programs of instruction are present for all students who did not meet standards on state assessments.

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 Gary ISD:

- A Career and Technical Education (CTE) representative must be present if CTE is being discussed during the ARD meeting.
- Postsecondary goals should be measurable and address education, employment, and independent living (if applicable).

TECHNICAL ASSISTANCE

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

Topic	Resource
Properly Constituted ARD - CTE	[ARD 101 Webinar Training:](#) **Region 4 Education Support Center.** This virtual workshop provided by TEA's Child Find, Evaluation, and ARD Supports Network reviews an ARD committee meeting's requirements, including membership and participation. Participants will understand the different types of ARD committee meetings and the processes for a mutual agreement. Learn best practices of a compliant ARD committee meeting and function. [Technical Assistance: IEP Development.](#) **Texas Education Agency.** - The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.
Postsecondary Transition Goals	[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 (RSA). Resources related to transition planning, graduation, post-school success, and data analysis and use are linked in this resource. Effective practices for transition are delineated into evidence-based, research-based, promising practices, and unestablished practices. [Transition and Employment Guide (T&E Guide):](#) **Texas Education Agency.** The T&E Guide per TEC §29.0112 provides information on statewide services and programs that assist in the transition to life outside of the public school system. This guide includes transition services; employment and supported employment services; social security programs; community and long-term services and support; postsecondary educational programs and services; information sharing with health and human services agencies and providers; guardianship, alternatives to guardianship, including a supported decision-making agreement under Chapter 1357, Estates Code; self-advocacy, person-directed planning, and self-determination; and contact information for all relevant state agencies.

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, Gary 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 Gary ISD.

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 as well as 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

If you have questions about the contents of this dyslexia review summary, please contact Faith Hightower in the Texas Education Agency Department of Review and Support: Dyslexia Monitoring, by phone at 512-463-4140 or by email at faith.hightower@tea.texas.gov .

Corrective Action

The TEA reviews data collected from the dyslexia program evaluation to ensure compliance with federal and state regulatory requirements. In accordance with State Board of Education (SBOE) dyslexia guidance and Senate Bill 2075 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 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	NA		Universal	Not applicable
CAP	6/14/2021	3/31/2021		30 days
DPP	--	--		--

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

Properly Constituted ARD

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
PCA9		TAC §89.1050 (c)(1)(I)	Yes	Individual—Yes Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider whether the student's free, appropriate public education (FAPE) has been impacted and determine if compensatory services are needed Systemic—Yes 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 in this area of noncompliance. Demonstrate systemic, ongoing compliance in this area.	Yes

Transition

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
TR10	34 CFR §300.320(b)	TAC 89.1055 (l)(1)	Yes	**Individual—Yes** Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider whether the student's free, appropriate public education (FAPE) has been impacted and determine if compensatory services are needed **Systemic—Not Applicable**	No
TR11	34 CFR 300.320(b)	TAC 89.1055(l) (1)	Yes	**Individual—Yes** Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider whether the student's free, appropriate public education (FAPE) has been impacted and determine if compensatory services are needed **Systemic—Yes** 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 in this area of noncompliance. Demonstrate systemic, ongoing compliance in this area.	Yes