



Cycle 1 Group 3

Dates: October- December 2020

Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Gatesville ISD
CDN: 050902

LEA Compliant

Non-Compliance Identified

Corrective Actions Completed: N/A

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Gatesville 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 August 27, 2019, the TEA conducted a policy review of Gatesville ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Gatesville ISD. The total number of files reviewed for the Gatesville ISD comprehensive desk review was 23. The review found overall that 23 files out of 23 files were compliant. An overview of the policy review and student file review for Gatesville 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	23 of 23
IEP Development	5 of 5	23 of 23
IEP Content	3 of 3	23 of 23
IEP Implementation	21 of 21	23 of 23
Properly Constituted ARD	8 of 8	23 of 23
State Assessment	4 of 4	23 of 23
Transition	6 of 6	6 of 6

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.

Gatesville ISD 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 and interviews

On December 18, 2020, the TEA Review and Support team received 53 surveys. 18 interviews were conducted on November 17th-19th, 2020 during a virtual on-site visit.

The Review and Support interviews and surveys focused on the following review areas: Interviews conducted via virtual on-site reflected that Gatesville has a wide variety of special education programs. They have inclusion and specialized instruction services, which they try to do exclusively during the one-hour intervention time that is embedded in the day. There are also self-contained behavior units, PASS behavior program, a life skills program, and related services provided.

In regard to online learning, it was expressed that synchronous teaching has not been attended well by students. Asynchronous has been more successful, but is still an area that needs improvement. Administrators report online instruction is not completely meeting the needs of all students and home visits are conducted for the students who are not participating. Special education teachers provide supports through Google classroom and Zoom meetings. At the time of the interviews, it was expressed that remote instruction is proving to be challenging, reflected by approximately thirty-five percent of high school students failing at least one subject.

When asked about collaboration opportunities, teachers reported they do not have a planned time to meet with special education teachers. Teachers reported meeting on an as needed basis such as when preparing for progress reports or to discuss grading. Administrators reported that general education teachers have weekly PLCs, and special education teachers join when available.

Teachers and parents expressed that communication between the school and home is frequent, especially during the process of virtual instruction. Parents feel they can call the case manager with any concerns. Information about trainings and resources available to families is an area for improvement. One parent mentioned they get more information from their doctor than the school about trainings.

All participants interviewed agreed that students with disabilities have the opportunity to participate in school sponsored activities in Gatesville ISD. All students can participate in UIL and they can participate in performances. Transportation is provided if needed. The staff report that it is a very inclusive environment and community. It is ingrained in the culture and in the administrators and coaches that if a student has a desire to participate, they will be encouraged to do so. It was noted that if a student has a passion outside the classroom, they are more likely to stay engaged in school and graduate.

When reviewing the implementation of special education services, it was found that teachers effectively track progress and monitor student success, using data sheets and ongoing discussions with teachers. Teachers also use Google Classroom and Unique Learning to monitor progress on assignments completed.

The effectiveness of the special education program in Gatesville ISD has been monitored in the past through a district-initiated audit, conducted two to three years ago. The Special Education Director is responsible for identifying current issues, trends, and weaknesses. Campus principals are also important, in that, they lead the way of campus specific training and make sure ARD meetings run smoothly. Interview participants felt that since changing from being a part of a co-op to now having their own in-house program, the culture has grown and improved.

When asked about ARD preparation, general education teachers responded that they prepare by filling out input forms and communicating what they feel the student needs. Special education teachers prepare by looking at previous report cards and the teacher input forms. They also talk to teachers and review annual goal progress data. Teachers communicate with parents before the ARD to find out what their goals are for their child and discuss with the student about what accommodations are effective or additional accommodations needed to support the student. Leading up to the ARD meeting, parents are made to feel comfortable to ask for what they need. Parents report they are encouraged to participate in ARDs and their input is accepted and welcomed by the ARD committee. Parents all felt their student was making good progress on IEP goals.

When speaking about RtI/MTSS program, an administrator reported they have allocated resources and are consistently training the staff utilizing the program model. They have focused on utilizing tactile math resources and manipulatives to support student growth in math. It was reported that they have adopted the PASS behavior program. They have been effective in helping students who need extra help, but they are always trying to improve.

On the subject of behavior interventions, teachers reported that if the student has a Behavior Intervention Plan, they make the effort to establish trust first. Teachers take time to learn the BIP well and rely on support from the behavior program as needed. Parents have not communicated concerns about behavior. It was expressed by staff that positive reinforcement is standard in all classrooms.

Teachers report there is training provided about differentiated instruction, but they are interested in additional opportunities to engage in training. Special education teachers said they have received some curriculum training and have attended workshops and classes about differentiated instruction. One special education teacher mentioned the most beneficial training was having a representative from Region 12 conduct observations of the classroom and provide feedback for each child.

According to survey results, the best way the school/district provides information about trainings, online trainings, support groups and other available resources concerning special education services is via email followed by 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 the school/campus or the educational service center.

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

Forty percent of participants felt there were frequent opportunities to collaborate with related service providers.

All participants agree with the importance of including students interests/life goals in the transition process with almost seventy of participants strongly agreeing.

COVID

Forty six percent of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in student progress.

During COVID closures the top three ways indicated 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 for current COVID school closure/remote learning they needed professional development with how to use virtual platforms and how to engage students and assess levels of engagement being the top to categories. Comments indicated this is an area they requested for additional training.

Participants indicated that during COVID school closure/remote learning the top three supports used by the district that did not work well for students with disabilities were the sharing of devices across family members, LMS platform such as Schoology, Canvas or Google Classroom, and online submission of assignments.

The majority of participants indicated that they agreed or strongly agreed that they 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 virtual onsite visit, 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 Gatesville ISD:

- Based on interview feedback, it is evident that general education and special education staff have been thoroughly trained on how to access students' IEPs and where to find updated accommodations and modifications. Team members will be equipped to serve students with their most up to date individualized plan while in any classroom districtwide.
- Based on interview responses and student file review, the district wide behavior initiative (PASS program) is reliably trained across staff and is implemented with fidelity. The implementation of this program results in decreased referrals and consistent responses across staff, ultimately benefiting students.
- Interviews reflected a strong community environment in Gatesville ISD. Communication between staff and families was abundant across the board and the inclusive nature of the community was evident in extra curricular participation. Families felt supported and their input valued throughout the educational process and district staff worked as a team to serve students with diverse needs.

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 Gatesville ISD:

- Consider making training more accessible to staff and parents/family/caregivers and more closely aligned to areas of need, based on gathered data. Both groups expressed need for training in interviews and surveys. Providing information in newsletters or on the school website on TEA online modules, ESC provided staff or parent training opportunities, or local offerings could effectively disseminate necessary information.
- Consider revisiting or revising how students with diverse needs are served under the district virtual learning plan. Developing consistency with distance learning platforms is likely to improve student outcomes.

Technical Assistance

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

Topic	Resource
Parent Training Resources	https://www.parentcenterhub.org/pa12/#process Resource for parents to help navigate the ARD process and define the parent role in the IEP meeting.
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

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, Gatesville ISD 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		Not applicable

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](#)