



Cycle 2 Group 2

Dates: January – March 2021

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

CDN: 088902

Non-Compliance Identified

Corrective Actions To Be Completed

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Goliad 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 January 22, 2021, the TEA conducted a policy review of Goliad Independent School District. On February 25, 2021, the TEA conducted a comprehensive desk review of Goliad Independent School District. The total number of files reviewed for the Goliad Independent School District comprehensive

desk review was 22. The review found overall that 15 files out of 22 files were compliant. An overview of the policy review and student file review for Goliad 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	21 of 22
IEP Development	5 of 5	20 of 22
IEP Content	3 of 3	21 of 22
IEP Implementation	21 of 21	22 of 22
Properly Constituted ARD	8 of 8	22 of 22
State Assessment	4 of 4	21 of 22
Transition	6 of 6	7 of 9

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 Goliad 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 Goliad Independent School District are in the table below.

On March 26, 2021, the TEA concluded a program evaluation of Goliad ISD. An overview of the evaluation review for Goliad ISD is organized in the chart 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 3—Needs Intervention	NONCOMPLIANCE: SPP 12	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/Family/Administrative surveys and interviews

On February 25, 2021, the TEA Review and Support team received 27 surveys and 19 interviews.

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

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

Goliad ISD offers a variety of services for students ages 3 to 21 such as Early Childhood, Life Skills, Resource, Inclusion Support, Positive Approach to Student Success (PASS) program, as well as behavior program for Middle School and High School. Other services include after school tutoring, small group and one to one instruction to meet all students' needs.

Communication/Collaboration: Initiatives and trainings are communicated to all staff. Staff and parents highlighted communication as a strength. Everyone supports each other through every challenge including the challenges of the past year during pandemic. LEA is collaborative as evidenced by PLCs effectiveness. Co-teaching model allows for collaboration and alignment between different staff members to meet all student needs. Parents felt supported by the LEA. Parents have access to the teachers and ongoing communication.

Implementation of Special Education Services: Information from the interviews show procedures are in place for implementation of different programs that are data driven and analyzed every six weeks. RTI is a focus especially TIER 1 on all campuses. Behavior data is tracked with Review 360 and discipline referrals monitored by campus administration. Least Restrictive environment is a focus for every student. Internal monitoring systems allow LEA to implement services with consistency and fidelity. Interviews evidence implementation of services monitored through contingency plans for virtual learning. Service logs inform the level of communication between staff and families. ARD process includes input from all staff that works with the student.

Monitoring effectiveness and Training Needs: Interviews show LEA is continuously adding training for staff to help improve special education programs throughout the year. Trainings are based on staff needs, including T-Tess evaluations. Region 3 trains and assists with PD. Nationally known BCBA provides training and support. LEA engaged in Restorative conference in San Antonio. Information from parent interviews show a need for more training opportunities in the future. Interviews highlight procedures to monitor effectiveness that is based on data, including Curriculum Based Assessment data. Teachers have protected time to plan each day leading to collaboration with other staff members to meet the students' needs.

Surveys

Seventy 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 notices sent home followed by phone calls, emails, and school website.

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

78 % 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 Child find evaluation and ARD support network and Small and Rural Schools Network.

Many participants felt the training to help meet students' needs with disabilities was effective or somewhat effective.

Sixty six percent of participants felt there were frequent opportunities to collaborate with related service providers. However, thirty three 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.
- Scheduling ARD meetings.
- Timely updates on student progress and knowledge of available services and programs.

A Majority participant agree with the importance of including students' interests/life goals in the transition process, with 57 % strongly agreeing.

Most participants indicated they chose the In-person learning model. Most participants also reported that remote learning for students receiving special education was ineffective.

COVID

Majority of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan effectively improved 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 during COVID school closure/remote learning, they needed professional development to provide connectedness with students and how to provide social and emotional learning for students.

Participants indicated that during COVID school closure/remote learning strategies, the district's top two supports that didn't work well for students with disabilities were online submission of assignments and virtual instruction with child's teacher.

More than 60% of participants indicated that they agree or strongly agree 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 surveys, the Review and Support team identified the following strengths for Goliad Independent School District:

- Deliberations are detailed and provide additional information regarding student progress and services needed.
- Data provided in the ARD yields pertinent information regarding student performance and includes detailed input from teachers, information on progress, grades, and state assessment results.

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 Goliad Independent School District:

- Consider additional training on the topic of developing measurable goals with a description of when the student's progress will be shared with parents.
- Consider reviewing/revising procedures and additional training for required staff on transition planning with a focus on timelines.

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

TECHNICAL ASSISTANCE

Topic	Resource
Progress Reports	Technical Assistance: IEP Development TEA Technical Assistance: IEP Development - The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.
Transition Timelines	https://www.texastransition.org : The Student-Centered Transitions Network builds collaborative infrastructures among students, families, schools, LEAs, and communities. The SCTN aims for all students with disabilities to be actively involved in planning, communicating, and evaluating progress in meeting their transition goals from early childhood through high school graduation and postsecondary readiness.
Child find evaluation and ARD support Network	https://childfindtx.tea.texas.gov/ARD_committee.html The Child Find, Evaluation and ARD Supports Network: The 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.

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, Goliad 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 LEA has met all state and federal requirements pertaining to the implementation of the dyslexia program. Additionally, the TEA has identified the following strengths, considerations, and technical assistance recommendations for Goliad ISD.

Areas of Strength

Areas of strength for the LEA include their preparation of general education teachers and dyslexia specialists who provide services to students with dyslexia and related disorders. The LEA provided evidence of annual teacher preparation training.

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 Edna Morales in the Texas Education Agency Department of Review and Support: Dyslexia Monitoring, by phone at 512-463-9260 or by email at Edna.MoralesStrittmatter@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 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	60 days
CAP	6/14/2021	4/30/2022		30 days
DPP	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](#)

APPENDIX

Child Find/Evaluation

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SE1	34 CFR §300.301 (c)(1)(ii)	TAC 89.1011(c) TEC §29.004	Yes	<p>Individual—Yes</p> <p>Convene an ARD committee meeting for the student 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—Not Applicable</p>	No

IEP Content

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
IC3	34 CFR §300.320(a)(7)		Yes	<p>Individual—Yes</p> <p>Convene an ARD committee meeting for the student 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—Not Applicable</p>	No

IEP Development

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
ID5	34 CFR § 300.320(a)(3)		Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for the students whose records indicate noncompliance in this area to consider if the students' free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <p>Review and revise policies and operating procedures addressing this issue.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	Yes

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	Yes	Individual—Yes Convene an ARD committee meeting for the student 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. Systemic—Not Applicable	No

Transition

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
TR1	34 CFR §300.320(b)	TAC 89.1055(j) TEC §29.0111	Yes	Individual—Yes Convene ARD committee meetings for the students whose records indicate noncompliance in this area to consider if the students' free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed. Systemic—Yes 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, ongoing compliance in this area.	Yes