



Cycle 2 Group 2

Dates: January 2021-March 2021

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

CDN: 101911

LEA Compliant

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Goose Creek CISD 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 December 18, 2020, the TEA conducted a policy review of Goose Creek CISD. On February 25, 2021, the TEA conducted a comprehensive desk review of Goose Creek CISD. The total number of files reviewed for the Goose Creek CISD comprehensive desk review was 24. The review found overall that 24 files out of 24 files were compliant. An overview of the policy review and student file review

for Goose Creek CISD 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	24 of 24
IEP Development	5 of 5	24 of 24
IEP Content	3 of 3	24 of 24
IEP Implementation	21 of 21	24 of 24
Properly Constituted ARD	8 of 8	24 of 24
State Assessment	4 of 4	24 of 24
Transition	6 of 6	6 of 6

2020-2021 RESIDENTIAL FACILITY INFORMATION

Goose Creek Consolidated Independent School District 101911 has one Residential Facilities (RF) according to the RF Tracker 2020 collection. The chart below identifies the RFs which were included in the cyclical review..

RF Name	RF Number	Grade Level(s)
Hands of Healing	260713	PK-5, 6-8

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 Goose Creek CISD 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 Goose Creek CISD 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 3—Needs Intervention	NONCOMPLIANCE: SPP 11	SD Year 2

*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 March 31, 2021, the TEA Review and Support team received 798 surveys during the comprehensive desk review and completed 20 interviews. The Review and Support surveys focused on the following review areas:

- 74% of respondents feel they receive sufficient communication from their school such as weekly updates/emails/newsletters to stay connected.
- Majority of respondents reported that the best way their school/district provides information concerning special education services are through email, notices sent home and the school website.
- Majority of respondents reported feeling comfortable attending special education information sessions or trainings if offered at the school campus.
- Over 35% of respondents reported having a clear understanding of special education services and supports.
- Majority of respondents reported wanting to learn more about Child Find and Evaluation and ARD Support networks and the School, Family, and Community Engagement network.
- Respondents reported the following trainings as most effective:
 - Differentiated Instruction
 - Classroom Management
 - English Language Proficiency Standards
- Majority of respondent somewhat that there are frequent opportunities to collaborate and

- plan with related service providers.
- Respondents noted that they have endured the following obstacles during their students' special education programming and services:
 - Timely updates on student progress
 - Knowledge of available services and programming
 - Over 80% of respondents reported that they either agree or strongly agree that they understand the importance of including the student's interests/life goals in the transition process.
 - 60% of respondents reported that during COVID school closures/remote learning they were aware of an Emergency Contingency Plan effective for students' progress.
 - During the COVID school closures/remote learning students with moderate to severe disabilities were supported through:
 - Teachers providing supports needed for students to be successful
 - Teachers making regular contact with students and parents to meet emotional and academic needs
 - Teachers modifying work
 - During COVID school closures/remote learning, respondents reported the following professional development needs to specifically address the needs of students with disabilities:
 - How to teach virtually
 - How to use virtual platforms
 - How to engage students and assess levels of engagement
 - During COVID school closures/remote learning, respondents reported the following strategies used by the district for remote learning did not work well for students with disabilities:
 - Shared device per family
 - Online submission of assignments
 - Learning Management System (LMS) platform such as Schoology, Canvas, or Google Classroom
 - 60% of respondents reported that during COVID school closures/remote learning, school staff worked with parents/guardians in addressing severe behavior and work refusal.
 - 74% of respondents reported that for the 2020-2021 school year they opted for an in-person learning model.
 - 55% of respondents reported that during remote learning, their child interacted with students and teachers consistently.
 - 33% of respondents reported that they found remote learning to be somewhat effective.

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.

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

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

Goose Creek ISD offers a range of services for students aged 3 to 21. Services include a continuum of special education services including inclusion/co-teach, resource, deaf education, Life Skills, and behavior classrooms.

Communication/Collaboration

Parents feel encouraged to give input and feel their recommendations are taken into consideration. They are invited to ARD meetings and feel the process is a positive one. One parent stated they receive district newsletters and that information about parent trainings are listed on the district website. Another parent was not aware of any resources or support offered to parents.

General education and special education staff collaborate through regularly occurring Professional Learning Community (PLC) meetings and weekly content meetings. Google Classroom is used for online teaching and the special education teacher is part of that classroom where they can view lessons and student progress. General education teachers provide lessons in advance so the special education teacher can modify or accommodate the lessons.

Implementation of Special Education Services

Mandatory PLCs are inclusive of special education and general education teachers to review student needs and implement IEP goals. Teachers and staff mentioned benchmark testing and progress monitoring as sources of data for determining special education services and to prepare for ARD meetings. There is a teacher input form that the general education teacher fills out and face to face meetings that occur between general and special education teachers when preparing for ARDs.

Students with disabilities have opportunity to participate in extracurricular activities. Students in special education are part of the campus and what is available to general education students is also available to special education students. Opportunities for different activities are communicated to families by email, the district website, and newsletters. Case managers work with students and parents to identify interests.

Parents/families report most students are making progress. Remote learning has been difficult, and progress has slowed. They receive IEP progress reports with report cards. Special education staff monitors student progress with data collection and work samples.

Monitoring effectiveness of Special Education programs

ARD facilitators are using software to reconcile monthly reports to make sure required timelines are being met. Reports are analyzed weekly to ensure timelines are compliant and progress reports are being sent to families. Administration staff are visiting schools to support campus staff and confirm students are receiving appropriate services. The special education department presents information quarterly to a 12-member executive council. The council hears initiatives and requests for different programs.

Staff Training Effectiveness:

Teachers feel like Goose Creek ISD provides ample opportunities to participate in professional development. There were positive responses about training on differentiation in the classroom, ESL, GT, and accommodations and modifications for students in special education. Behavior training and characteristics of Autism have also been offered.

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 Goose Creek CISD :

- Well written Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements and strong measurable annual goals aligned to the PLAAFP are based on multiple sources of evidence to support outcomes for students with disabilities.
- Systems are in place to ensure all needed supplements are updated and included in the student’s Individual Education Program (IEP).

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 Goose Creek CISD :

- Develop processes to continuously evaluate implementation of student behavior goals and problem solve implementation challenges to minimize student disciplinary removals.
- Review guidance and provide professional development on the requirements for assigning surrogate parent.

TECHNICAL ASSISTANCE

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

Topic	Resource
IEP Content: Behavior	Intervention Central: Behavior Modification Multiple Exceptionalities and Multiple Needs (MEMN) Strategies for Setting Data-Driven Behavioral IEP Goals.
Properly Constituted ARDS: Surrogate Parent	Office of Special Education Programs Policy Letters Regarding Surrogate Parents Procedural Safeguard: appointing a Surrogate Parent for a Child

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, Goose Creek CISD 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 Goose Creek CISD .

Areas of Strength

Areas of Consideration

The LEA's dyslexia program is in alignment with state and federal requirements. The following

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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

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	12/18/20		Targeted	60 days
CAP	10/19/20	10/18/21		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](#)