



Cycle 2 Group 3

Dates: April – June 2021

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

CDN: 015904

Non-Compliance Identified

Corrective Actions To Be Completed

## INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Harlandale 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 April 22, 2021, the TEA conducted a policy review of Harlandale Independent School District. On May 28, 2021, the TEA conducted a comprehensive desk review of Harlandale Independent School District. The total number of files reviewed for the Harlandale Independent School District comprehensive desk review was 24. The review found overall that 21 files out of 24 files were compliant. An overview of the policy review and student file review for Harlandale 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 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	23 of 24
State Assessment	4 of 4	24 of 24
Transition	6 of 6	5 of 6

## 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 Harlandale Independent School District artifacts using a program evaluation protocol which is aligned to Senate Bill 2075 of the 86<sup>th</sup> 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 Harlandale Independent School District 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
Progress Monitoring	Met Compliance

## 2020-2021 RESIDENTIAL FACILITY INFORMATION

Harlandale Independent School District (015904) has 2 Residential Facilities (RFs) according to RF Tracker 2020 collection. The chart below identifies the RFs which were included in the cyclical review.

RF Name	RF Number	Grade Level(s)
Mission Road Development Center	260086	PK-12

## 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 SURVEY

### Staff and Family Surveys

On June 30, 2021, the TEA Review and Support team received 183.

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

Seventy five percent of participants felt they receive sufficient communication from their school. The best way the school/district provides information (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.

The majority of parent/family member 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 the Child Find Evaluation and ARD Support network and the School, Family, and Community Engagement network.

The majority of participants felt training in classroom management, differentiated instruction, and using accommodations and modifications was effective or somewhat effective to help meet the needs of students with disabilities.

Forty percent of participants felt there were frequent opportunities to collaborate with related service providers and 24% felt there were not frequent opportunities to collaborate with service providers.

The obstacles concerning student's special education programming and services were reported by parents/family member participants as:

- Assuring students receive accommodations and/or modifications as outlined in the IEP.

All participants agree with the importance of including students' interests/life goals in the transition process with 50% of participants strongly agreeing.

The majority of participants indicated they chose the remote learning model. Fifty percent of those participating in remote learning indicated that the students interacted with teachers consistently. Fifty percent of those participating reported that remote learning for students receiving special education was effective.

## **COVID**

Thirty eight 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 methods teachers used to provide support to students with moderate to severe disabilities were:

- Teachers made regular contact with students and parents to meet academic and emotional needs.
- Teachers provided supports needed for students to be successful.
- Teachers modified work.

Participants indicated that during current COVID school closure/remote learning they needed professional development in how to teach virtually including how to use virtual platforms, and how to engage students and assess levels of engagement.

Participants indicated that during COVID school closure/remote learning strategies the top two supports used by the district that didn't work well for students with disabilities were a shared device and online submission of assignments.

The majority of participants indicated they agreed or strongly agreed that they worked with parent/guardian 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 Harlandale Independent School District:

- All monitored special education policies and practices follow federal and state requirements and are linked to the Legal Framework.
- Required ARD committee members attend ARDs when appropriate to ensure properly constituted ARDs and input from all relevant members of the student's ARD committee.
- Review of Existing Evaluations are thorough and include FIE/previous evaluation information as well as current information from staff and parents.

## 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 Harlandale Independent School District:

- Review evaluation procedures and timelines and provide training on new procedures.
- Review guidance and provide training on developing student-specific transition plans which consider all age-appropriate and setting appropriate student-specific needs.
- Consider reviewing guidance and providing staff training related to IEP goal development, including writing objectives and benchmarks:
  - Goals should be standards-based, but student-specific; and
  - Goals should be based on student's needs due to disability identified in FIE and accessing general education curriculum.

## TECHNICAL ASSISTANCE

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

Topic	Resource
a. Evaluation	<ul style="list-style-type: none"> <li>a. <a href="#">Child Find, Evaluation and ARD Support Network</a>: The Child Find, Evaluation and ARD Supports 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.</li> <li>a. <a href="#">Technical Assistance Guidance for Child Find and Evaluations</a>: The Child Find and Evaluation Technical Assistance Guidance is intended for use by Texas educators to support the implementation of services for students with or suspected of having disabilities.</li> <li>a. <a href="#">Special Education Initial Referral Timeline</a>: A guidance document that provides an overview of the timeline and legal requirements for a referral for an initial special education evaluation.</li> <li>a. <a href="#">Special Education Full and Individual Initial Evaluation Timeline</a>: A flowchart that provides an overview of the various timelines for an initial evaluation and ARD committee meetings where eligibility is determined based upon when the school district received written consent for an FIE.</li> </ul>
b. Transition Planning	<ul style="list-style-type: none"> <li>b. <a href="#">The Student-Centered Transitions Network</a>: This 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.</li> <li>b. <a href="#">Texas Transition Online</a>: This online module provides educators in Texas with an understanding of the transition process components, including transition assessments and compliance issues in federal and state law and rule.</li> <li>b. <a href="#">National Technical Assistance Center on Transition (NTACT)</a>: 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.</li> </ul>
c. IEP Goal Development	<ul style="list-style-type: none"> <li>c. <a href="#">Technical Assistance: Individualized Education Program (IEP) Development</a>: A technical assistance guidance document intended to support implementation of services for students with disabilities. This guide focuses on IEP development and includes information on writing PLAAFPs and goals.</li> <li>c. <a href="#">Individual Education Program (IEP) Annual Goal Development</a>: A question and answer document that guides the reader through annual goal development.</li> <li>c. <a href="#">The National Center on Intensive Intervention</a>: A guidance document on strategies for setting high-quality IEP goals.</li> </ul>
d. Child Find Network	<ul style="list-style-type: none"> <li>d. <a href="#">Child Find, Evaluation, and ARD Supports Network</a></li> </ul>

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e. School, Family, and  
Community Engagement  
Network

e. [School, Family, and Community Engagement Network](#)

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## 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, Harlandale 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 following strengths, considerations, and technical assistance recommendations for Harlandale ISD.

Areas of strength include extensive training and preparation for the general education teachers as well as their dyslexia specialists.

### Areas of Consideration

Your current dyslexia program is in alignment with state and federal mandates. The following resources are recommended for reflection of current dyslexia program to strengthen internal systems and procedures.

Topic	Resource
TEA Review and Support	<a href="#">Dyslexia Monitoring</a>
TEA Special Education	<a href="#">Dyslexia and Related Disorders</a>
Dyslexia: TEA Professional Learning Course	<a href="#">TEALearn Dyslexia Modules</a>

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.Morales@tea.texas.gov](mailto:Edna.Morales@tea.texas.gov).

### Corrective Action

The TEA reviews data collected from the dyslexia program evaluation to ensure compliance with federal and state regulatory requirements. Senate Bill 2075 of the 86<sup>th</sup> Legislature, Texas Education Code (TEC) 38.003 (c-1), and 19 Texas Administrative Code (TAC) Chapter 74.28.

### 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	N/A		N/A	N/A
CAP	9/14/2021	7/30/2022		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	Individual—Yes  Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (FAPE) has been impacted and determine if compensatory services are needed.  Systemic—Yes <ul style="list-style-type: none"><li>• Review and revise policies and procedures, including operating procedures and practices, addressing this issue.</li><li>• Provide training on these procedures to the appropriate staff.</li><li>• Develop processes that allow for self-monitoring this area of noncompliance.</li><li>• Demonstrate systemic, ongoing compliance in this area.</li></ul>	Yes

## Properly Constituted ARD

### Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
PCA20		TEC §29.005(b-1)	Yes	Individual—Yes  Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (FAPE) has 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
TR8	34 CFR §300.321(b)(3)	TAC §89.1050(c)(1)(h)	Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (FAPE) has been impacted and determine if compensatory services are needed.</p> <p>Systemic—Not Applicable</p>	No
TR15		TAC §1055 j (10)	Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (FAPE) has been impacted and determine if compensatory services are needed.</p> <p>Systemic—Not Applicable</p>	No
TR17		19 TAC §89.1055(j)(7)	Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (FAPE) has been impacted and determine if compensatory services are needed.</p> <p>Systemic—Not Applicable</p>	No