

Action Not Required

October 28, 2021

Mr. Byron Minter, Superintendent
Hooks ISD, CDN 019902
100 E 5Th St
Hooks, TX 75561
morphewp@hooksisd.net

Subject: Cycle 1 Review Status Clarification and Update

Dear Mr. Minter,

The purpose of this letter is to clarify your district of its status related to the special education Cycle 1 review and any findings identified as a result of data collected and reviewed during monitoring activities in accordance with the Individuals with Disabilities Education Act (IDEA).

Status of Compliance

After an internal document review, TEA has determined that **Hooks ISD** received a **2019-2020 Cyclical Monitoring Report** that may have contained confusing information regarding compliance standing and requirements for further action. The attached updated report corrects language on page 1, and if applicable in the Appendix.

Specifically, although individual instance(s) not meeting regulatory and/or statutory requirements during the review of LEA provided data were found, the LEA timely corrected those instance(s) prior to any letter of finding from the State being issued. Therefore, no further actions resulting from the LEA's cyclical review are required.

Should you have any questions regarding the cyclical review process and/or questions related to the updated report information, please contact the Office of Special Populations and Monitoring at (512) 463-9414.

Sincerely,

Jennifer Alexander
Interim Deputy Commissioner
Office of Special Populations and Monitoring
Texas Education Agency

cc: LEA Special Education Director
Executive Director, Region 8 Education Service Center
Special Education Contact, Region 8 Education Service Center

Enclosure



Cycle 1 Group 2

Dates: January 2020-March 2020

TEXAS EDUCATION AGENCY 2019-2020 CYCLICAL MONITORING REPORT HOOKS INDEPENDENT SCHOOL DISTRICT

CDN: 019902

Status: Complete – See attached letter

Updated clarification 10/2021 - No corrective actions are required.

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Hooks 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), and Significant Disproportionality (SD), 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.

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

2019–2020 CYCLICAL REVIEW COMPLIANCE SUMMARY

On September 13, 2019, the TEA conducted a policy review of Hooks ISD. On March 13, 2020, the TEA conducted a comprehensive desk review of Hooks ISD. The total number of files reviewed for the Hooks ISD comprehensive desk review was 30. The review found overall that 29 files out of 30 files were compliant. An overview of the policy review and student file review for Hooks 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	11 of 11	30 of 30
IEP Development	6 of 6	30 of 30
IEP Content	3 of 3	30 of 30
IEP Implementation	8 of 8	30 of 30
Properly Constituted ARD	7 of 7	29 of 30
State Assessment	5 of 5	30 of 30
Transition	4 of 4	7 of 7

DATA SUMMARY OF RESULTS-DRIVEN ACCOUNTABILITY, STATE PERFORMANCE PLAN INDICATORS, AND SIGNIFICANT DISPROPORTIONALITY

The following supplemental data may be used to support the 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
2019	PL 1—Meets Requirements	COMPLIANT	SD Year 2

*Indicator 11: Child Find
Indicator 12: Early Childhood Transition
Indicator 13: Secondary Transition

2019–2020 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEWS/SURVEY

Staff and Family Surveys

On December 7, 2019, the TEA Review and Support team received 61 surveys during the comprehensive desk review. Respondents to the staff and family survey included parents/guardians, general education teachers, special education teachers, evaluation staff, and administration staff (district and campus). The Review and Support surveys focused on the following review areas:

- Communication with parents
- Collaboration between general education and special education teachers

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 Hooks ISD:

- Notices, phone calls, and emails are the most frequent ways the district provided information to parents, families, organizations, and other stakeholders concerning special education services.
- Survey responses indicated a strength of the district is following policies and procedures and offering individualized support for students.
- 86 percent of teachers who completed the survey reported special education staff are included in curriculum training and planning with content and grade level teachers.

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 Hooks ISD:

- An LPAC representative should attend all meetings for students who are identified as English Language Learners (ELL).
- Consider opportunities and strategies to increase outreach to parents/families/caregivers of students with disabilities who receive special education services in the district.

Technical Assistance

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

Topic	Resource
Admission, Review, and Dismissal (ARD) Committee Membership: LPAC Representative	<p data-bbox="529 228 1450 331">Admission, Review, and Dismissal (ARD) Committee Membership: Legal Framework statutory requirements for ARDC membership, including required participants when the student is an English Learner (EL.)</p> <p data-bbox="529 371 1450 506">TEA English Learner Frequently Asked Questions: Comprehensive FAQ document that addresses questions around English Learners and Language Proficiency Assessment Committees (LPACs). Question B-5 specifically addresses if members can serve dual roles.</p>
Family Engagement	<p data-bbox="529 518 1450 684">School, Family, and Community Engagement Network: The School, Family, and Community Engagement Network provides resources and professional development to build the capacity of educators to work collaboratively with families and community members in supporting positive outcomes for students with disabilities.</p>

For more information about cyclical monitoring and the Differentiated Monitoring and Support process, please visit the [Review and Support website](#)

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, Hooks ISD will receive formal notification of noncompliance in addition to this report.***

The TEA Division 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 Intervention, Stage, and Activity Manager (ISAM).

The LEA must submit the CAP in ISAM 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 CAP Below:

Required Actions	Submission Due Date	Completion Due Date	Support Level	Communication Schedule
CAP	NA	NA	NA	NA

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](#)